University of Alberta

Teacher Job Satisfaction

in

Religiously Affiliated Private Schools in Alberta

by

Randy Alexander Chernipeski

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment of the requirements for the degree of Doctor of Education

in

Educational Administration and Leadership

Department of Educational Policy Studies

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Abstract

The purpose of this research was to study the extent that teachers in religiously affiliated private schools were satisfied with selected facets of their work. Information was collected to develop personal and professional profiles, then used to analyse relationships between satisfaction and various facets.

Completed questionnaires were received from 244 teachers in K to 12 classrooms in religiously affiliated private schools across Alberta, Canada. The rating scale data was statistically analyzed and the written comments were sorted by topic.

Two-thirds of teachers were female, three-quarters were married and lived 15 km or less from the school, and their age range makes a flat bell curve. The average teacher had 11.3 years experience, a B. Ed., male principal, assignment consistent with experience and training, full-time permanent contract, was not a member of the Alberta Teachers Association, 10 years or less experience in present school system and school, taught 16 or more students in a school with 200 students or less, and had no administration responsibilities.

Differences in job satisfaction were highly associated with age, years experience in present school, and size of school; moderately associated with total years teaching experience, class size, contract status, level of formal education, assignment being consistent with experience, and distance from residence to school; and slightly associated with sex of teacher, sex of principal, and assignment being consistent with training.

Intrinsic aspects of teaching made up almost all facets with high satisfaction levels. Relationships with other teachers and the principal being highest with sense of

achievement, prospect of teaching as lifetime career, overall level of satisfaction, and intellectual stimulation of work being among the highest facets.

The facets leading to greatest levels of dissatisfaction were largely extrinsic in nature. Level of pay gave over half of teachers cause for dissatisfaction. Other facets with high levels of dissatisfaction involved board/policy, resources, society, and relationship/communication challenges.

Data and teacher comments indicate that positive relationships of school staff, best possible match between teacher and organization values, and communication between the individuals and groups that make a school possible are major factors affecting teacher job satisfaction.

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Table of Contents

Chapter Page

1 INTRODUCTION TO THE STUDY 1

Need for the Study 2

Purpose of the Study 4

Research Questions 4

Definition of Terms 4

Job Satisfaction 4

Job Dissatisfaction 5

Religiously Affiliated Private Schools 5

Significance of the Study 5

Organization of Thesis 7

2 REVIEW OF THE LITERATURE 8

Job Satisfaction 8

Theories Relating to Job Satisfaction 9

Theories 9

Theory Grouping 12

Assumptions made by Theories 13

Job Satisfaction Research and Its Relation to Educators 14

Job Satisfaction and Private School Teachers 21

Private Schools in Alberta – Background and History 23

Conceptual Framework 24

Facet Organization 26

Values 26

Three-Domain Model 28

Summary 29

3 RESEARCH METHOD 30

Participants 30

The Research Instrument 31
Validity 32
Reliability 32
Objectivity 33

Data Collection 33
The Teacher Population 33
Distribution and Collection of Questionnaires 33

Data Analysis 34
Statistical Analysis 34
Content Analysis 34

Assumptions, Limitations and Delimitations 35
Assumptions 35
Limitations 35
Delimitations 35

4 PROFILE OF THE RESPONDING TEACHERS 36

Personal Characteristics of Respondents 36

Professional Characteristics of Respondents 37

Summary 44

5 FACET SATISFACTION 46

Student Related Facets 46

Teaching Workload 48

Teacher Growth and Accomplishment 50

School Characteristics 53

Administration 54

Policy Factors: School, Board, School System 58

Community and Society 61

Religiously Affiliated Private School 63

Overall Level of Satisfaction 65

Ranked Mean Responses of Satisfaction with All Facets 66

Written Responses 70
Teacher comments as to factors contributing to JS 70
Teacher comments as to factors contributing to JDS 71
Teacher comments as to improving working conditions...71
Other comments regarding JS 72
Summary 73

6 PERSONAL VARIABLES & TEACHER SATISFACTION 76

Sex of Teachers 76
Student related 76
Administration 76
Policy factors: school, board, school system 77

Age of Teachers 77
Student related 78
Teaching workload 78
Teacher growth and accomplishment 78
School characteristics 78
Administration 82
Policy factors 82
Community and society 83
Religiously affiliated private school 83

Distance from Residence to School 83
Teaching workload 83
Teacher growth and accomplishment 84
School characteristics 84
Administration 84
Policy factors 87
Community and society 87
Religiously affiliated private school 87

Marital Status 88

Summary 88
Sex of teachers 88
Age of teachers 88
Distance from residence to school 89
Marital status 89

7 PROFESSIONAL VARIABLES & TEACHER SATISFACTION ... 90

Size of School 90
Student related 90
Teaching workload 90
Teacher growth and accomplishment 91
School characteristics 91
Administration 97
Policy factors 97
Community and society 98
Religiously affiliated private school 98

Class Size 99
Student related 99
Teaching workload 99
Teacher growth and accomplishment 103
School characteristics 103
Administration 103
Policy factors 103
Religiously affiliated private school 104

Total Years of Teaching Experience 104
Teaching workload 104
Teacher growth and accomplishment 109
School characteristics 109
Administration 109
Policy factors 109
Community and society 110
Religiously affiliated private school 110

Years Experience Teaching in Present School 110
Student related 111
Teaching workload 111
Teacher growth and accomplishment 111
School characteristics 112
Administration 112
Policy factors 113
Community and society 121
Religiously affiliated private school 121

Contract Status 122
Teaching workload 122
Teacher growth and accomplishment 122
School characteristics 122
Administration 122
Policy factors 124
Community and society 124
Religiously affiliated private school 124

Teaching Assignment Consistent with Training 125
Teacher growth and accomplishment 125
Administration 125
Policy factors 126

Teaching Assignment Consistent with Experience 126
Student related 126
Teaching workload 126
Teacher growth and accomplishment 126
School characteristics 128
Administration 128
Policy factors 128
Community and society 129
Religiously affiliated private school 129

Sex of Principal 129
Teaching workload 129
School characteristics 129
Administration 129
Policy factors 130
Community and society 131
Religiously affiliated private school 131

Level of Formal Education 131
Student related 131
Teaching workload 131
Teacher growth and accomplishment 131
School characteristics 132
Administration 132
Policy factors 132
Religiously affiliated private school 136

Summary 136
Size of school 136
Class size 137
Total years of teaching experience 138
Years experience teaching in present school 138
Contract status 140
Teaching assignment consistent with training 140
Teaching assignment consistent with experience 140
Sex of principal 141
Level of formal education 141

8 CONCLUSION 142

Summary 142
Personal Profile 142
Professional Profile 142
Facet Grouping and Overall Satisfaction 143

Discussion and Comparison 143
Facets with the Highest Satisfaction Levels 144
Facets with the Lowest Satisfaction Levels 147
Comparison to Burke (1995) 152
Values 153
Findings of Interest 155
Student related 155
Policy factors: school, board, school system 155
Community and society 156
Female vs. male 156
Age 156
Distance to work 156
School and class size 156
Total years teaching and years in present school 157
Sex of principal 157
Being a principal and teacher 157
Level of formal education 158
Leadership 158
Theory Fit with Study Results 158

Recommendations 161
Teachers 161
Principals, board, school system, & community ... 163
Teacher Prep 166
Government 166
Areas for Further Study 167
Concluding Comments 168

BIBLIOGRAPHY 169

APPENDIX A: Questionnaire and Correspondence 182

APPENDIX B: Tables for Chapters 5 & 6 195

APPENDIX C: Tables for Chapter 7 219

List of Tables

Table		Page
4.1	Frequency and Percentage Frequency Distributions of Personal Characteristics of Respondents	36
4.2	Frequency and Percentage Frequency Distributions of Years of Experience, Years in School System, Years in Present School, Contract Status, and Highest Level of Education	39
4.3	Frequency and Percentage Distributions of Major Teaching Assignment, Major Subject Area Taught, Teacher Assignment Being Consistent with Training, and Experience	41
4.4	Frequency and Percentage Frequency Distributions of Responses Indicating Number of Students in School and Number of Students in Class	42
4.5	Frequency and Percentage Distributions of Sex of Principal, Administrative Responsibilities, and Percent Teaching Time	43
4.6	Frequency and Percentage Distributions of Associate Member Status with Alberta Teachers Association (ATA), Value of having an Association for Private School Teachers, Preference to be a Full Member of the ATA	44
5.1	Percentage Frequency Distributions and Overall Means of Responses of Satisfaction of Teachers with Aspects of Student Related Facets	47
5.2	Percentage Frequency Distributions and Overall Means of Responses of Satisfaction of Teachers with Teacher Workload Facets	49
5.3	Percentage Frequency Distributions and Overall Means of Responses of Satisfaction of Teachers with Selected Teacher Growth Characteristics	52
5.4	Percentage Frequency Distributions and Overall Means of Responses of Satisfaction of Teachers with School Characteristics	54
5.5	Percentage Frequency Distributions and Overall Means of Responses of Satisfaction of Teachers with Selected Administrative Facets	56
5.6	Percentage Frequency Distributions and Overall Means of Responses of Satisfaction of Teachers with Policy Related Facets	60

5.7 Percentage Frequency Distributions and Overall Means of Responses of Satisfaction of Teachers with Selected Facets of Community and Society 62

5.8 Percentage Frequency Distributions and Overall Means of Responses of Satisfaction of Teachers with Facets of Religiously Affiliated Private Schools 64

5.9 Percentage Frequency Distribution and Overall Mean of Responses of Respondents' Overall Level of Satisfaction with Teaching 66

5.10 Ranked Order of Mean Satisfaction with Selected Facets 67

5.11 Frequency and Percentage Frequency Distributions of Written Responses Which Contributed to Overall Job Satisfaction 70

5.12 Frequency and Percentage Frequency Distributions of Written Responses Which Contributed to Overall Dissatisfaction 71

5.13 Frequency and Percentage Frequency Distribution of Responses or Suggestions for Improving Working Conditions for Teachers 72

5.14 Frequency and Percentage Frequency Distributions of Responses to Request for Other Comments Regarding Job Satisfaction 73

6.2 Mean Satisfaction Scores for Teachers Grouped by Sex for Facets Where a Substantial Difference (≥ 0.5) Occurred Between Two Means 77

6.4 Mean Satisfaction Scores for Teachers Grouped by Age for Facets Where a Substantial Difference (≥ 0.5) Occurred Between Two Means 79

6.6 Mean Satisfaction Scores for Teachers Grouped by Distance from Residence to School for Facets Where a Substantial Difference (≥ 0.5) Occurred Between Two Means 85

7.2 Mean Satisfaction Scores for Teachers Grouped by Number of Students in School for Facets Where a Substantial Difference (≥ 0.5) Occurred Between Two Means 92

7.4 Mean Satisfaction Scores for Teachers Grouped by Class Size for Facets Where a Substantial Difference (≥ 0.5) Occurred Between Two Means 100

7.6 Mean Satisfaction Scores for Teachers Grouped by Total Number of Years Experience for Facets Where a Substantial Difference (≥ 0.5) Occurred Between Two Means 105

7.8 Mean Satisfaction Scores for Teachers Grouped by Years Experience in Present School for Facets Where a Substantial Difference (≥ 0.5) Occurred Between Two Means 114

7.10 Mean Satisfaction Scores for Teachers Grouped by Contract Status for Facets Where a Substantial Difference (≥ 0.5) Occurred Between Two Means 123

7.12 Mean Satisfaction Scores for Teachers Grouped by Major Teaching Assignment Being Consistent with Training for Facets Where a Substantial Difference (≥ 0.5) Occurred Between Two Means 125

7.14 Mean Satisfaction Scores for Teachers Grouped by Major Teaching Assignment Being Consistent with Experience for Facets Where a Substantial Difference (≥ 0.5) Occurred Between Two Means 127

7.16 Mean Satisfaction Scores for Teachers Grouped by Sex of Principal For Facets Where a Substantial Difference (≥ 0.5) Occurred Between Two Means 130

7.18 Mean Satisfaction Scores for Teachers Grouped by Level of Formal Education for Facets Where a Substantial Difference (≥ 0.5) Occurred Between Two Means 133

5.15 Mean Satisfaction Scores for Teachers with Administrative Responsibilities Compared to Teachers Without Administrative Responsibilities 196

6.1 Mean Satisfaction Scores for Teachers Grouped by Sex of Respondents for All Facets 200

6.3 Mean Satisfaction Scores for Teachers Grouped by Age for All Facets 204

6.5 Mean Satisfaction Scores for Teachers Grouped by Distance from Residence to School for All Facets 209

6.7 Mean Satisfaction Scores for Teachers Grouped by Marital Status for All Facets 214

7.1 Mean Satisfaction Scores for Teachers Grouped by Size of School for All Facets 220

7.3 Mean Satisfaction Scores for Teachers Grouped by Class Size for All Facets 226

7.5 Mean Satisfaction Scores for Teachers Grouped by Total Number of Years of Experience for All Facets 231

7.7 Mean Satisfaction Scores for Teachers Grouped by Years Experience in Present School for All Facets 236

7.9 Mean Satisfaction Scores for Teachers Grouped by Contract Status for All Facets 243

7.11 Mean Satisfaction Scores for Teachers Grouped by Major Teaching Assignment Being Consistent with Training for All Facets 247

7.13 Mean Satisfaction Scores for Teachers Grouped by Major Teaching Assignment Being Consistent with Experience for All Facets 251

7.15 Mean Satisfaction Scores for Teachers Grouped by Sex of Principal for All Facets 255

7.17 Mean Satisfaction Scores of Teachers Grouped by Level of Formal Education for All Facets 259

List of Figures

Figure Page

2.1 Conceptual Framework – Job Satisfaction 25

8.1 Conceptual Framework – Job Satisfaction 159

CHAPTER 1

INTRODUCTION TO THE STUDY

Job satisfaction (JS) according to Kim and Loadman (1994) is an "important component in career decisions about teaching" (p. 1). Job satisfaction is considered to be a goal worth pursuing by the majority of teachers and their employers but reality presents us with a variety of situations. We have all had occasion to work with people who are dissatisfied with their current work situation and are willing and able to make the necessary choices or changes to improve their situation. Ingersoll and Rossi (1995) indicate that "some turnover from schools may be unavoidable, normal, and even beneficial, high rates of turnover are of concern because they may indicate underlying problems and because in and of themselves they can disrupt the effectiveness of the school program" (p. 4). There are other teachers that have less than optimal levels of job satisfaction, yet for various reasons Burke (1995), Dinham (1995) find that these teachers chose to continue in their particular teaching positions. Such a situation as this has the potential to be less than positive for the students' education and the well being of the teacher. Most important though are those teachers, young, old and in between, who absolutely thrive as educators. What is it about these teachers, their school setting and other variables that allow for the magic of teaching and learning to be so satisfying for them and their students?

Education and individual educators in Alberta face a variety of challenges. Some of these challenges include; ongoing policy changes, current government funding levels, exponential increase in information, technological advancements, societal expectations of schools and teachers, and in many instances students who arrive at school with a lessened desire and readiness to learn. This list is similar but much shorter than the 30 items Dinham (1994) lists from his teacher satisfaction work in Australia (p. 2). Ongoing changes and challenges foster considerable stress and uncertainty for education systems and the individuals who work in them. As stress moves from positive eustress to distress levels, individual educators may begin to question their ability or perceived adequacy to deal with the resulting situations.

Burke (1995) points out that, "Public education appears to be facing multiple challenges and pressures at an ever-increasing rate" (p.3). Private education operates in

the same environment and faces many of the same challenges and pressures. To maintain and continue to improve the quality of education in religiously affiliated private schools in Alberta, a better understanding of what is adding to teacher satisfaction or detracting from satisfaction is valuable to confirm or influence change in practice, policy and structures that can lessen stress levels and improve the quality of teachers' work and student learning.

Need for the Study

In the midst of the ongoing challenges facing education there exists an interesting opportunity for further research in the area of job satisfaction. Perie and Baker (1997) stated, "Because faculty are both the largest cost and largest human capital resource of a school system, understanding factors that contribute to teacher satisfaction (or dissatisfaction) is essential to improving the information base needed to support a successful educational system" (p. 1). Corothers (1991) commented "Each participant emphasized that because rewards are limited in education, it is essential for teachers to feel satisfaction in teaching students" (p. 135). According to King & Peart (1992), "Determining how satisfied teachers are with the day-to-day demands of teaching indicates a great deal about the quality of life achievable in the teaching profession; looking at job stress highlights those aspects of the job teachers find especially difficult" (p.99). It is important that administrators, boards and the communities that support schools know what they can do, or avoid doing to keep the satisfier level high and the dissatisfier level low for their staff.

Private schools make up part of the Education system in Alberta. The Canadian Teachers' Federation (ESN May/June 2000) reports that in 1999-00 Alberta had 25,414 students in private elementary and secondary schools. There were 2,103 full-time teachers working in 190 schools that these students attended (see also p.24). Research into job satisfaction of teachers working in private schools is not readily available. There are even fewer studies specific to religiously affiliated private schools. An Ontario report headed by Commissioner Shapiro (1985) points out "...although the pace of inquiry has quickened in the last several years, research in the area of private schooling has not, in fact, been extensive" (p. 37). In an annotated bibliography of teacher job satisfaction, Lester (1988) includes six items from 1063 that relate to private schools of which one is

specific to religiously affiliated private schools. Johnson and Holdaway (1990) have suggested comparative research into job satisfaction of public school and private/independent school staff is an area for further study. Johnson and Holdaway were dealing with principals in Alberta in their study but it appears that basic research into job satisfaction of teachers in private systems needs to take place as well. Akhtar (2000) studied teacher JS in Islamic elementary schools in Michigan and recommended that other private school settings be investigated and compared.

My interest in the job satisfaction of teachers in private schools comes from several influences. First, 10 of my 16 years as an educator have been in a private school context. Secondly, during that time I have noted that a number of new teachers leave after only a short time teaching. In my limited scope of experience there were more new teachers in private schools that left teaching contrasted with new teachers in public schools that move to a different school and continue teaching. To lessen attrition Billingsley and Cross (1992) indicated that identifying the factors that influence teacher commitment and job satisfaction is worthwhile. Kim and Loadman (1994) found in a study that included teachers in both public and private schools that, one in four teaching graduates never teach or quit within five years. Ingersoll and Rossi (1995) found that private schools had a teacher turnover rate for 1990 – 91 of 15.8% as compared to public school teacher turnover of 8.7%. These studies took place in the United States but a Canadian study would likely portray a similar picture. Ulriksen (1996) indicates that the teachers that quit include the most able (p. 1). Unfortunately this fits with the attitude of some parts of society that indicates that if you can't get into your first choice of faculty at university you can always go into education. Moore (2000) is tired of being told she is wasting her Princeton degree on teaching (p. 13). There are likely many reasons for these statistics of teachers leaving teaching. One of the reasons for teacher turnover Burke (1995) suggests in her study of rural teacher job satisfaction is that there may be a connection to the "historic emphasis on recruitment, rather than on retention of members" (p.5). Jones (2002) points out that there will be great demand for competent teachers as older teachers retire. This would be a good reason to put equal funding and energy into the retention of teachers as into their recruitment. Thirdly, I have seen that some more veteran teachers appear to have lost their excitement for teaching and are just "putting in

time". It seems an incredible waste of effort, time, talent, and human resources to have teachers leaving teaching at these rates or doing their teaching at a marginally acceptable level. Ingersoll and Rossi (1995) state that, "Clearly, more research is needed on the specific influences that affect teachers' decisions to remain at their schools or in the profession." Learning from current teachers what is satisfying and dissatisfying can hopefully have a part in positively changing teacher work experiences, lives, statistics and ultimately the quality of education provided students.

Purpose of the Study

The purpose of this study is to examine the relationship between job satisfaction of teachers in religiously affiliated private schools in Alberta and selected aspects of their school setting and system, selected community attributes, and selected demographic characteristics. Kim and Loadman (1994) suggest that with this information administrators may have the opportunity to maintain high JS and intervene where JS is low. Research questions that will help focus the collection and analysis of data follow.

Research Questions

To what extent are teachers satisfied with the selected characteristics as they relate to job satisfaction?

To what extent are individual, professional, organizational, and community characteristics promoting or impeding job satisfaction?

From a teachers' viewpoint what impact does job satisfaction or a lack of job satisfaction have on their behavior in the classroom and away from the classroom?

Definitions of Terms

Job Satisfaction

There are a variety of definitions of job satisfaction (JS) found in the literature. "Job satisfaction," according to Lawler (1973), "is one measure of the quality of life in organizations." Lawler also finds that, "...satisfaction is an internal subjective state that is best reported by the people experiencing it" (p.61). Evans (1997) interprets job satisfaction as "a state of mind determined by the extent to which the individual perceives her/his job-related needs to be being met" (p. 328). For this study the definition will be: Job Satisfaction is a subjective measure of the quality of work life reported by teachers in religiously affiliated private schools in Alberta.

Job Dissatisfaction

Job dissatisfaction (JDS) is a subjective internal state accompanied by feelings of discontent, displeasure or lack of satisfaction resulting from working as a teacher.

Religiously affiliated private school

A religiously affiliated private school (RAPS) is a school that has as an active part in its startup and ongoing operation a religious organization such as a church, mosque or synagogue. This usually includes affiliation with this religious organization, school council or school board involvement by religious officials or members, and shared philosophical viewpoints with the community that supports the school financially. Only partial government funding is available to these schools, hence the private school designation.

Significance of the Study

The present societal interest and political situation in regard to ongoing changes in education are contributing to an increased awareness and involvement by constituents in both public and private education. Parents in public, separate and private schools are in many cases more involved in their students' education then they were just a few years ago. The Alberta Government has and is taking steps to encourage increased parent and community involvement in the education process. Site based management, school councils, budget reductions/increases, jurisdiction amalgamations and teacher association actions provide a sense of urgency for participation by those concerned.

Some parents choose to take their involvement even further by paying for their students to attend private schools along with paying their taxes to provide for the public education system. In visiting a number of private schools with Alberta Learning staff I was able to see evidence of commitment by 'community' as well. The community of a given school extended to the religious organizations that supported the function and survival of the school. It was interesting to note the range in salary for the teachers, from a stipend to the same level of remuneration as teachers in the public school system. It is apparent that the commitment and involvement in the success of their students and school by these teachers was influenced by factors other than just their pay.

Private schools in North America form a part of the education process. Parsons (1987) wrote that one in eight school children attended a private school in United States

in 1984-85 and that private schools were experiencing growth while public schools were facing declining enrollment. Broughman (1999) reported that five million students or ten percent of the student population attended private schools in the United States in 1997. This compares to Statistics Canada (1998) indicating 5.1% or one in twenty students who attend private schools in Canada. However a direct comparison to the United States is inaccurate due to the Catholic schools being a part of the private school numbers in United States rather than the separate school designation that is used in a number of Canadian provinces.

As mentioned earlier, teachers in private schools seemed to leave their teaching jobs for other careers in greater numbers in the first few years of teaching than did their counterparts in public systems. A U.S. Department of Education (1994) survey shows that the number of teachers leaving private schools in 1990-91 was double that leaving the public schools. According to Ingersoll and Rossi (1995) there are a number of factors that could be part of the reason the percentage of private school teachers leaving teaching was higher; maximum salaries 25 to 50 percent lower in private schools, fewer benefits, and on average less experience and education of teaching staff (p. 4). Clarke and Keating (1995) shared that they did not find pay to be a satisfier or dissatisfier. In contrast Kim and Loadman (1994) and Klecker and Loadman (1997) found that salary/benefits were rated as less satisfying aspects of teaching. It was interesting to find how the teachers in this study viewed salary and benefits in relation to job satisfaction as well as comparisons with other facets and factors.

Teachers in religiously affiliated private schools may face different or additional challenges compared to teachers in public and separate systems in Alberta. These added stressors could include fewer benefits, lower salaries, reduced access to teaching materials and resources and society's perception of private schools in a given community, be it positive or negative, and how this impacts on the JS of a given teacher. Visiting various private schools with Alberta Education staff confirmed previous observations that some schools had qualities about them that made them attractive places to work and learn that could quite possibly out weigh a variety of other stressors that might be seen as negative to an observer.

A part of the significance of this study will be in the area of contributing to the knowledge, literature and theory base as it relates to teacher job satisfaction. The literature review reveals limited research into JS for private school teachers other than a few comments included as part of other studies. This study begins to explore this area. The practical findings will be available to educators, school administrators and organizations, and society at large. Identifying, recording, and sharing what various individuals and private schools are doing that works to increase job satisfaction is rewarding. The information uncovered by this study can be used to help teachers, school administrators and school communities make decisions that lead to more, and better-satisfied teachers. Verdugo, Greenburg, Henderson, Uribe and Schneider (1997) linked the importance of teacher JS to school quality and student achievement (p. 63). Lumsden (1998) concludes that, "When teachers are provided with what they need to remain inspired and enthusiastic in the classroom, students as well as teachers will be the beneficiaries" (p. 3).

Organization of the Thesis

Chapter 1 includes an introduction to the study and sections sharing the need for the study, purpose, research questions, definition of terms and significance of the study.

Chapter 2 presents a review of the literature. Key headings are job satisfaction (JS), theories relating to JS, JS research and educators, JS and private school teachers, private school background and history in Alberta, and conceptual framework.

Chapter 3 outlines the research methodology. Main headings are participants, the instrument, data collection, data analysis, and assumptions, limitations and delimitations.

In Chapter 4 personal and professional profiles of respondent teachers are given.

Facet Satisfaction, ranked mean responses, and written comment summary are the major parts of Chapter 5. Facets are categorized into eight groupings.

Chapter 6 relates personal variables to teacher job satisfaction.

Chapter 7 relates professional variables to teacher job satisfaction.

Chapter 8 contains the summary, discussion and comparisons, and recommendations.

The bibliography and appendices contain additional pertinent information relating to references, correspondence and tables.

CHAPTER 2
REVIEW OF THE LITERATURE

This review provides a background of the research that has led to the current understanding of job satisfaction. A general overview of motivation and job satisfaction theory is provided. This is followed by a discussion of factors that may have an impact on educators' job satisfaction. Selected recommendations from other researchers of job satisfaction are shared. Historical and background information about religiously affiliated private schools in Alberta is next. The conceptual framework that this study operated from completes the chapter.

Job Satisfaction

Job satisfaction as an area of study contains a large and varied theory and research base. Over 30 years ago Herzberg (1957) found 2000 pieces of work relating to job satisfaction. Since that time, research and writing has continued unabated on this topic. Spector (1997) stated, "More studies have been done to understand job satisfaction than for any other variable in organizations" (p. vii). In 1997 Thompson, McNamara and Hoyle noted that more than 5000 studies of JS have been done since the 1930s and they found that there were almost 500 articles in the past 26 years of *Education Administration Quarterly* that dealt with educators and job satisfaction. Hersey, Blanchard and Johnson (1996) capture one of the key reasons for the continued investigation of job satisfaction and motivation, "It may be interesting to learn what employees in other organizations want from their jobs, but our primary concern should be to learn what our own workers want" (p. 61). A question put forward by Cockburn (2000) asks "Why do some teachers enjoy their jobs while others, in very similar situations, do not" (p.235)? This study of teachers in private schools in Alberta occured in a smaller setting with a resulting increased likelihood of finding the specifics that would benefit these teachers.

To preface the theory and research section, a comment about perception is necessary. A number of the works reviewed pointed out that perception was a definite part of the theorizing and research process. The perception that comes forward at a particular point in time, Salancik and Pfeffer (1977) stated, is the interwoven result of the job characteristics and lives of the researcher and respondent. Johnson (1994) suggests that researchers gather perceptions, others and their own and "through their influence on

attitudes and behavior. Perceptions are central to both practice and research in education" (p. 476). Thus there is the need to be consciously aware of the impact of perception as one learns from the work of others and does new research.

Theories relating to job satisfaction.

This section provides an overview of contributors to motivation and satisfaction theory. This overview is not intended to be exhaustive, rather indicating some of the key theories, individuals and their influence. Assumptions and difficulties noted in relation to the theories shared will be followed by summary comments.

Theories

Fredrick Taylor developed the scientific management approach in the early 1900s. According to Lawler (1973), Taylor's work assumed that jobs should be simplified, standardized, and specialized. The assembly line developments of the time were well suited to this thinking. Taylor was able to demonstrate that production went up and costs went down. Lawler observed that in Taylor's work and other similar studies, these and other positive results were reported but in virtually every instance several variables were being manipulated at once which would limit the ability to infer that the results were specific to a particular change. Some of the problems that have been found with simplified, standardized jobs that would appear to be easily monitored by supervisors include; employees that do not behave as expected, cost savings that don't materialize because of absenteeism, turnover, and making the product assembly line proof. In spite of conflicting opinions as to the benefits of Taylor's ideas they permeate the job structure in many organizations today, including schools.

Elton Mayo (1960) believed that the countries that discover better methods for maintaining worker morale would out perform others in stability, security, and development. Mayo encouraged collaboration between administration and working groups to understand the problems they faced rather than taking sides or laying blame. The Hawthorne Effect is the most well known result of his team's work at the Western Electric Company in the 1920s and 1930s. The Hawthorne Effect according to Aktouf (1996) is that, "Human beings need to feel that they are involved and that they are taken into consideration" (p. 172). As Mayo found, any attention given workers was better than no attention in making positive differences in quality and production. Aktouf suggested

that rather than really follow through on the findings of Mayo and his colleagues and show greater respect for workers as humans and concern for their problems, managers and theorists "have merely proposed "recipes" and ways to manipulate conditions to make scientific management more palatable" (p. 172).

Thinking was changing from the Taylorist view of efficiency and the resulting profits leading to satisfaction, to one where it is important in Aktouf's words " to have psychologically satisfied employees, and output will follow suit and remain steady" (p. 172). These changes in thinking helped set the stage for the work that Maslow would do. Maslow is one of the well-known theorists in the area of understanding human nature. Maslow's hierarchy of human needs, physiological, safety and security, social, esteem and self-actualization focuses on the needs of a person. As each level of need is satisfied it loses its strength as a motivator to the next higher level. In Maslow's (1987) words, "The human being … rarely reaches a state of complete satisfaction except for a short time. As one desire is satisfied another pops up to take its place" (p. 7). In other words Hanson (1991) says, "The less satisfied a need, the more power it has to motivate" (p. 222). Maslow's need hierarchy theory is often used to explain why people make the choices and take the actions they do. I agree with Nelson and Quick (1994) that Maslow's theory is supported by the observations of most researchers, as long as the individual is moving up the hierarchy. "The problem with the progression hypothesis is that it leaves no way to move down the hierarchy" (p. 145). In other words it has difficulty accounting for what would happen if an individual becomes unemployed or chooses to pursue higher level needs while ignoring lower level needs.

Herzberg, Muasner and Snyderman developed the two-factor theory with its motivational and hygiene factors. Herzberg, Mausner and Synderman (1959) found "the hypothesis would be that the satisfier factors are much more likely to increase job satisfaction than they would be to decrease job satisfaction but that the factors that relate to job dissatisfaction very infrequently act to increase job satisfaction" (p. 80). According to Herzberg, Mausner and Synderman the motivators that serve to bring about job satisfaction include; a task that is interesting, responsibility and independence, and achievement (p. 116). When motivation factors are present, positive, and sufficient for the individual, the employee experiences feelings of satisfaction. The hygiene factors

"supervision, interpersonal relation, physical working conditions, salary, company policies and administrative practices, benefits and job security" are important in that "When these factors deteriorate to a level below that which the employee considers acceptable, then job dissatisfaction ensues" (p. 113). The two-factor theory is based on the separation of motivators or satisfying factors and hygiene or dissatisfying factors. Holdaway (1978) stated "...in Herzberg's view, we can be both very satisfied and very dissatisfied at the same time" (p.33). . Satisfaction and dissatisfaction are generally considered as opposites but Herzberg's use suggests two separate vectors, a motivational factor vector with satisfaction and no satisfaction as labels and the hygiene factor vector with dissatisfaction and no dissatisfaction for labels. Some authors such as Nelson and Quick (1994) totally separate the motivator and hygiene factors except for salary. Herzberg's own words in the page 80 quote above do not. Herzberg's Motivation-Hygiene or two-factor theory helps us understand how a person could be satisfied with some aspects of a job while experiencing dissatisfaction in relation to other job factors. This understanding fits well with the finding by Scott, Cox, and Dinham (1998) that though "teachers rate themselves as dissatisfied overall with their profession, they remain satisfied with some aspects of it. The 'core business' of teaching – working with students and seeing them achieve, and increasing one's skills and knowledge remain very satisfying for most teachers" (p. 18).

McGregor developed Theory X and Theory Y. McGregor (1966) views Theory X as the 'conventional view' where management organizes the money, equipment, materials and people. Management directs, motivates, controls and modifies behavior to fit the needs of the organization. Management must do this because people need to be persuaded, rewarded, punished, controlled and directed (p. 5). McGregor felt that this carrot and stick approach only works when individuals are struggling for subsistence (p. 13). According to the theory, people with an X viewpoint are basically lazy and dislike work. Theory Y is built upon the upper levels of Maslow's hierarchy, social, esteem and self-actualization needs. McGregor's Theory Y portrays people as having a need to work accompanied by a desire for achievement and responsibility. Management is responsible for providing materials and conditions and the "people can achieve their own goals *best* by directing *their own* efforts towards organizational objectives" (p. 15).

The expectancy theory is the result of work by Vroom. According to Vroom (1964) "Job satisfaction must be assumed to be the result of the operation of both situation and personality variables" (p. 173). Hoy and Miskel (1996) indicate that, "Expectancy theory is an excellent predictor of job satisfaction" because "people work hard when they think that working hard is likely to lead to desirable outcomes" (p. 111). The valence, expectancy, and instrumentality concepts of the expectancy theory are built around the thinking that people consciously and subjectively evaluate outcomes or payoffs and base choices on how to act or behave on these evaluations. Vroom (1964) submits that, "The important feature of this model, as far as we are concerned, is its view of behavior as subjectively rational and as directed toward the attainment of desired outcomes and away from aversive outcomes" (p. 276).

In more recent work, Dinham & Scott (1997) suggest a three-domain model more accurately represents the results from their teacher career satisfaction study. Matters intrinsic to teaching, school based factors, and matters extrinsic to teaching are the domain labels given by Dinham and Scott.

Theory Grouping

These theories are often divided into two groups, content theory and process theory. Hoy and Miskel (1982) indicate that content theory includes the work of Maslow, Herzberg and Alderfer while process theory is like the expectancy theory of Vroom. Humans being the complex organisms they are, these theories do not offer precise, simple answers to motivating people but rather suggestions for improving understanding and practice. Hersey, Blanchard, and Johnson (1996) help put perspective to our perceptions and the reality researchers continue to strive to reach.

> In fact, one of the reasons that we study the behavioral sciences is that they give us ways to get our perceptions closer and closer to reality. The closer we get our perceptions to a given reality, the higher the probability that we can have some impact on that particular piece of reality. Therefore, by bringing their perceptions closer and closer to reality - what their people really want - managers often increase their effectiveness. (p. 61)

Assumptions made by theories

There are assumptions made by these theories that may leave room for question under close scrutiny. The procedures used in gathering data to verify a theory are one area where questions have been raised. Cranny, Smith and Stone (1992) and Herzberg, Mausner, Peterson and Capwell (1957) share a concern with regards to questions asked, question order, and potential priming that may occur through subtle changes to questions used that may have a measurable effect on resulting data. Silver (1983) found that the use of rating scales and having to respond to all questions, not just the questions that the respondent sees as pertinent, as having the potential to lessen accuracy. A lack of standard job factor taxonomy and rating scale language further weaken many results for Silver. There are advantages to questionnaires as indicated by Burke (1995) lack of pressure to answer immediately, anonymity, removal of interviewer bias and sample size can be significantly larger with the use of comparable amounts of time and money.

Hanson (1991) in his examination of content theories concluded that they lack convincing empirical support. Pushing the criticism further Hanson draws on Nadler and Lawler to point to a weakness in content theory where employees and situations are seen as all alike with a one best way approach to motivating employees. Hanson argues that the relationship between satisfaction and performance is contradictory at best in the literature. More questions about the content theories are raised by Salancik & Pfeffer (1977), are needs stable over time, are job characteristics real and fixed or social constructions, and do people like the job first and then give it the desired attributes? Cranny et al. (1992) hold the view that needs, wants, and preferences can and do change over time. In critically discussing Herzberg's two-factor theory Isherwood and Tallboy (1979), Friesen, Holdaway, and Rice (1983) and Sergiovanni (1992) address it as being inadequate, over generalized, and oversimplified in relation to reality.

The process theories can be subjected to many of the same analyses. In evaluating Vroom's expectancy theory Hoy and Miskel (1982) raise questions in regards to the multiplying of the three factors together and linear connection of any component and motivation. It appears that as the complexity of a situation increases any of the theories would be increasingly challenged to predict the outcomes.

McGregor (1966) uses an analogy that helps put perspective into the mix of work done by researchers and the evaluation of theories by various critics. McGregor compares the study of the social sciences to that of the physical sciences and developing "a simple, cheap, all-purpose source of atomic energy" (p. 4). We have not grown impatient with the physical scientists for not being able to instantly provide solutions and neither should we do this for social science research. The give and take of researcher and critic will serve to strengthen the resulting knowledge base. Quaglia, Marion, & McIntire (1990) write, "There is no single predominant theory of worker satisfaction. The existing major theories are complementary and interrelated ..." (p.206).

In summarizing this section there are several common themes. Two of these themes are; the lack of certainty when dealing with humans and their psychological states in relation to theory, and the challenges of using and building upon what has been done in the study of motivation and satisfaction.

Job satisfaction research and its relation to educators.

In this section facets of job satisfaction that research shows educators view as important are discussed. Some of the directions for changing administrator practice suggested by the research are noted too. Job satisfaction of employees in general and educators in particular has become a generally accepted goal of educational organizations and their administrators. An encompassing statement by Shreeve et al. (1987) says, "teacher job satisfaction is not only good for administrators but morally sound in and of itself" (p. 10). Educators are people who, like others, deserve to work and contribute in a satisfying work situation. Shann (1998) connects school effectiveness and Woods & Weasmer (2002) connect student outcomes to teacher job satisfaction.

One only has to review a few of the writings on job satisfaction to begin to see that there is disagreement as to whether satisfaction is directly linked to productivity or not. For example Bacharach and Mitchell (1983) and Taylor (1987) find little evidence to support a satisfaction performance linkage. Bacharach and Mitchell are two researchers who go further to suggest that performance precedes satisfaction, which is the reverse of the more commonly stated relationship wherein satisfaction leads to increased performance. Salancik and Pfeffer (1977) take a more middle of the road position when they submit that job satisfaction can, but does not inevitably raise job performance.

Bruce and Blackburn (1992) recognize that there is research that questions the connection between worker satisfaction and performance, yet they find that more than 2000 studies indicate that satisfied workers are more productive and efficient. The MetLife Survey of the American Teacher (2001) suggests that teacher satisfaction is related to high quality teaching, positive student attitudes and better student performance. The large number of JS studies, attests to its importance, complexity, and the desire by various individuals, groups, and organizations to better understand job satisfaction and its impact on the workplace.

Asking what teachers want from their jobs leads to a look at some of the facets and factors that have a role in teacher satisfaction. Lortie (1975) (cited in Sergiovanni, 1992) found that "themes" emerged in relation to what was important to teachers and had attracted them to teaching. The group of teachers studied by Lortie had "serving others, working with people (particularly students), enjoyment of the job itself, material benefits, and the school calendar" (p. 21) as prominent themes. A study by Johnson (1990) (cited in Sergiovanni, 1992) included teachers in public, private and religious schools.

> The dominant themes that emerged from Johnson's research were working with students; an interest in the processes, puzzles, problems, and challenges of pedagogy as an occupation; a commitment to learning more or being more fully engaged in a particular subject area or discipline; social purposes, in the sense of being called to the "ministry" of teaching; and a convenient calendar that allowed the combination of a career with a family, or of a career with other life interests, mostly themed to personal development. (p.22)

Dinham (1995) found that the Australian teachers he interviewed had the following for their highest sources of satisfaction; pupil achievement, changing pupil behavior and attitudes, recognition; self-growth (subject content and teaching skills); and relationships with students, parents and other teachers. Scott & Dinham (1999) reported that English and Australian teachers were alike in finding satisfaction with the 'core business' of teaching; helping students learn and achieve, improving professionally, and working with other staff. These themes fit well with the view that intrinsic and higher-level satisfaction needs motivate teachers in spite of what may be to some, distasteful, dissatisfying aspects of their jobs.

As one can see there are many factors and facets that have a bearing on educator's overall job satisfaction. The influences of home life (life away from the job), age, stage of career, and organization context or environment will be considered next. That home life is a factor related to satisfaction is something easily understood by individuals who work with people. Teachers observing their students and administrators dealing with staff and students have seen and felt the good and bad that individuals bring from their home life to the school. This does not mean that a quality home life automatically gives satisfaction at work, for it is only one of many factors. Herzberg et al. (1959) wrote, "The satisfied worker is, in general, a more flexible, better adjusted person who has come from a superior family environment, or who has the *capacity to overcome the effects of an inferior environment"* (p. 20).

The age of an educator has a reasonably predictable impact on satisfaction. The pattern Herzberg et al. (1957) found is that in the first years of employment the satisfaction is generally high, but tends to be lower in the late 20s and early 30s then rise, as the worker gets older. Klecker and Loadman (1997) studied job satisfaction in relation to years of teaching for over 4000 teachers and found the difference in JS in relation to age of teacher was not great. The means ranged from 5.17 for 5 years teaching or less, to 4.95 for 26 years teaching or more. Klecker and Loadmans' findings were similar to Herzberg for the early years of teaching but Klecker and Loadman found lower satisfaction for the later years. An interesting finding when we note the statistics from the Canadian Teachers' Federation (CTF) Economic Services Bulletin (2000) that predicts that a number of provinces in Canada can expect retirement rates of 50 to 66 % in the next eight to ten years (p. 39). The CTF also reports that teachers are retiring as soon as possible in record numbers. In 1998/99, 45% retired at age 54 as compared to 18 % in 1990/91. Some of the factors affecting teacher retention the CTF shares are: increased workload, teacher stress, low teacher morale, and government cutbacks (pp. 36, 37). Perhaps a resulting lack of JS is a part of the reason for this change.

Dinham (1995) writing from Australia reports that the average age of teachers is 44 and rising. One of the responses of these older teachers Dinham sees as a difficult position for teachers fresh from university in that new teachers "recount opposition they meet in schools, with older teachers using inappropriate tests, 'outdated' teaching

methods and the like, and urging them to 'forget' the 'theory' they have learned in their training. There is considerable pressure on a young teacher in a markedly aged school to conform and become enculturated with the prevailing ethos" (p. 6). Domeraki (2002) found that first-year teachers' perceptions of school climate went from more optimistic at the beginning of the year to almost the same as the veteran teachers by the end of the year. This type of situation likely exists in Canada as well and can be a positive or negative situation depending on the ethos in a particular school. Fortunately most schools visited do not have the attitude Dinham describes, but the JS for the teachers working in such a setting may well be less than optimal.

The stage an educator is at, in their career, has a part in job satisfaction. McCluskey and Strayer (1940, cited in Herzberg et al. 1957) noted, "teachers with four to twelve years of service were less happy than those with either more or less experience" (p. 11). Hanson (1991) applies the term plateau to this finding. After a few years of teaching the routines of a given position have been learned and opportunities for growth may seem limited. Depending on the individual, reassessment and growth can take place, or stress may lead to a just coping mode with attendant dissatisfaction and the possibility of the employee leaving the job. Workers that continue in their positions past 12 to 15 years of service Katz (1978) documents as satisfied, but their satisfaction was often not related to their present job. There appears to be a sense of security that comes with age and time in a given position that allows employees to broaden their interests in other directions to achieve satisfaction. Dinham (1995a) cites The Schools Council (1990) with a somewhat harsher picture for stages in teachers' lives:

1. **Career Entry:** 'Reality shock' [sic] – survival and discovery
2. **Stabilisation**: Developing commitment
3. **Diversification and Change:** Experimentation
4. **Stock Taking:** 'I wondered whether I was doomed to die in front of a blackboard with a piece of chalk in my hand'
5. **Serenity:** 'Keeping your distance with increasing certainty'
6. **Conservatism:** 'Things aren't like they used to be'
7. **Disengagement:** Golf and the garden have priority (p. 6)

If the picture these words paint is close to reality, there is certainly room for concern as to the ongoing status of teacher commitment, motivation and job satisfaction.

The organization and environment it creates, are seen by Brass (1981) and Bacharach and Mitchel (1983) as having a set of factors that interact with those of the individual employee. An employee brings their work attitudes, expectations, and personality to the job. In an organization there is an environment made up of employees interacting with each other and with the structure of the organization. As a result Brass suggests that there is value in looking at individual job characteristics along with workflow, network, and structural relationships in the organization. The resulting complexity is apparent as each factor interacts with the other and with satisfaction.

Interactions with people, in particular students, are ranked highly by teachers and principals as a satisfier. Lortie (1975, cited in Holdaway 1978) focused on the teacher-student relationship as central to satisfaction. Working with students was found by Holdaway to be the facet with the highest number of respondents mentioning it at 70.2%. The next highest facet, relationship with other teachers, had an 18.9% mention rate. The comparison of these two response rates from Holdaway's study gives an idea of the importance of this facet of teacher satisfaction. Kim and Loadman (1994) and Dinham (1998) found that teachers rated interaction with and facilitating student learning as the most satisfying part of teaching. The positive connection between teachers and students is consistent across researchers in being at the top of the list of satisfiers.

Isherwood and Tallboy (1979) and Johnson (1988) agree that principals also find satisfaction in their relationships with students and teachers. Silver (1983) considers a framework where the school system is likened to a chain where each step in the system hierarchy has the potential to provide satisfying or dissatisfying situations for the next step down. At the same time the research shows that those "above" often derive their satisfaction from relationships with the people "below" them. In a more recent commentary, Brandt (1990) sees educators starting to look to sources external to the school for feedback on student success. This may be the result of the ongoing changes and analysis of education by school, school division, provincial and national organizations and their tracking of test results. Scott & Dinham (1999) report that rapid change in education policy and practices in England and Australia have made for stressful

but interesting times to study teacher satisfaction. The changes may not be as extreme in Canada but observing the influence on educator satisfaction is of interest.

There are other factors or aspects of a job that impact on satisfaction that are not discussed here due to constraints of time and space. The following are a number of these aspects that others have studied: bureaucracy of an organization, supervision, decision making power, district environment, work demands, individual attributes, public recognition, achievement opportunities, distribution of power, money, rewards, performance feedback, job security, level of control, amount of challenge, leadership, group cohesiveness, formal and informal structure, respect and empathy in the workplace, qualities of coworkers, communication, desirability of job or position, race and sex. Information and comments relating to many of these aspects were a part of the information submitted by teachers who returned the completed questionnaire.

In light of this multitude of interacting variables what is an administrator to do? There is not "an" answer to that question, rather a number of findings and suggestions for administrative practice. Bruce and Blackburn (1992) suggest the following from their findings about what employees want from their jobs.

> Employees want certain conditions in their work. They want to believe that what they do will ultimately make a difference to someone in some way. They want to participate in decision making. They want opportunities to grow and develop, and they want these same opportunities for their coworkers, regardless of race, sex, or age. (p. 24)

Shreeve et al. (1987) point out that the school principal is powerful in affecting the well being of those under his/her leadership and must endeavor to balance a variety of factors. A good place to begin is by remembering that each person is an individual and brings a distinct set of contributions and needs to a job. Salancik and Pfeffer (1977) and Sergiovanni (1992) see the importance of matching the person and the position carefully especially with new teachers, then being sure that as teachers move through their careers, their skills match the challenges. Sergiovanni points out that getting to know people you work with in a meaningful way is important. Herzberg et al. (1957) takes this a step further suggesting that an administrator know the why and how a person chose to be trained for a particular job.

As administrators look to encourage and even push for changes in performance in an individual staff member, Hanson (1991), Hoy and Miskel (1982) urge careful use of people skills. Hoy and Miskel come to this position based on the view "that teachers' lack of self esteem represents the largest source of need deficiency for them" (p. 143). Frase (1998) suggests that organizations rise and fall on the quality of relationships within. Frase further comments "it is irrational to believe that teachers can deliver and maintain stimulating learning environments for their students without the same degree of consideration being given to them, their professional development, and their purpose" (p. 5). This is a need that local school boards (councils), administrators and policy makers can address. Thereby making a positive difference that will impact teacher JS and student-learning experiences.

Administration and administrators can have an affect on employee motivation and satisfaction. Silver (1983) tenders four ways to help encourage teachers: (a) recognize good performance, (b) specify clearly teaching behavior that makes up excellence, (c) provide training for required skills, and (d) make clear the reasonable tasks of teaching (p. 329). Silver also encourages administrators to take part in activities that will enhance and attend to their own motivation and result in a positive impact on their workplace. One of the findings disclosed by Davis and Wilson (2000, p.352) was "the higher the teachers' intrinsic motivation (impact, competence, meaningfulness, and choice), the more satisfied they are with their jobs and the less stress they experience". Myers (2001) indicates that leadership of the principal is critical to teacher JS, performance, and school effectiveness.

Moving from the intrinsic to the extrinsic, Herzberg et al. (1957) reminds administrators to see to basic working conditions such as parking and food services. The last suggestion is to continue to study job satisfaction as a means to better attend to positive and negative facets of the job experienced by the people you work with.

The directions that job satisfaction will take in the future will hopefully be influenced by thought similar to the following: "We have to teach ourselves again to relate pleasure to work instead of connecting it with drudgery, dullness and stupidity (Soelle, 1989, cited in Bruce and Blackburn, p. 1). Brandt (1990) and Sergiovanni (1992) feel that teachers are becoming more other-directed instead of self-interested. Perhaps the altruistic reasons that motivate teachers have been downplayed in the past but are now

receiving more recognition. Sergiovanni (1990) sees a need for intrinsic motivation as a key part in improving the performance of schools:

> When something is rewarding it gets done even when "no one is looking", it gets done even when extrinsic rewards are scarce or nonexistent; it gets done not because somebody is going to get something for it but because it's important. (p. 22)

Job satisfaction and private school teachers.

The research in this area appears to be largely as a part of research in larger studies of teachers. Bruce and Caioppe (1989) reported that in 1983-84 of the teachers who resigned from the Education Department in Western Australia "40% … moved into teaching in the private sector. This suggests that these teachers were not disillusioned with the problem of teaching but more likely with the government educational system" (p. 77). It is doubtful that these teachers moved to higher paying jobs if the pattern for pay of private school teachers in Australia is similar to the United States and Canada where pay is generally 25 to 50% lower than public school counterparts (Ingersoll and Rossi, 1995, p.4 and personal experience and observation). In the United States Ingersoll and Rossi noted that

> About 17 percent of the former private school teachers responding to this TFS [Teacher Followup Survey] who also reported themselves dissatisfied with teaching as a career cited poor salary as one of the three main reasons for leaving the profession. This compares to less than 1 percent of former public school teachers who also reported themselves as dissatisfied with teaching as an occupation. (p. 4)

Ingersoll and Rossi found as well that teacher turnover for private school teachers was 15.8 percent compared to 8.7 percent for public school teachers in this 1990-91 survey. According to Henke, Chen and Geis (2000), "Teachers who had only worked in private schools were less likely than those who had worked only in public schools or in both sectors to report that they would choose teaching again" (p. 44). Meek (1998) found similarities between public and private school teachers and also differences for private school teachers such as; lower average age, higher levels of shared beliefs and mission, much higher level of parent support and involvement, and much lower salaries. Meek

also indicated that administrative support was connected to teachers choosing to stay in teaching as long as they were able (p.14). Meador (2001) compared high and low turnover teachers in small rural schools to JS, organizational support and commitment and found that low turnover teachers were more satisfied, felt more support and were more committed.

The individual teachers that are dissatisfied and as a result move on to do something other than teaching are less of a concern than those teachers who are somewhat or very dissatisfied and continue to teach. Latham (1998) reports that 38 % of American teachers in a 1995 Metropolitan Life survey were in this category. Latham asks the pointed question, "Whom would you rather have teaching your child - someone who finds teaching challenging and rewarding, or someone who dreads entering the classroom every day" (p. 82). The good news part of the Metropolitan Life survey was that 54% of teachers were satisfied. That does not remove the concern for the dissatisfied teachers and the students who are in their care each school day.

Perie and Baker (1997) indicated that even though the American private school teachers tended to have lower salaries and less benefits their satisfaction levels were higher than their public school counterparts. Alt, Kwon and Henke (1999) investigating 1987-88 and 1993-94 American teacher statistics found private school teachers were three to five percentage points higher on overall satisfaction. These authors do not give reasons for the differences. Perhaps the dissatisfied private school teachers self select out of teaching because of lower pay and associated factors and thus make the statistics look better or the much larger number of public school teachers may have the effect of lowering the mean or average satisfaction level for the public school teacher statistics. In a study of Seventh-day Adventist private school teachers in Michigan, Martin (2001) reported that positive JS led to lower stress levels. Intrinsic reasons that Martin found for teachers continuing in these settings included positive relationships with students and parents, and the opportunity to teach shared values and beliefs to the students.

In Canada the Canadian Teachers' Federation (CTF) Economic Service Bulletin for June 2000 shares statistics that show an increase in private school full-time educators in Canada from under 8 000 in 1970-71 to over 20 000 in 1999-00. The CTF Economic Service Notes for May/June 2000 point out that "The number of private school teachers,

meanwhile, increased by 2.5 percent in 1999-00, slightly below the 2.6 percent increase in private school enrolments in that year" (p. 8). By comparison in 1999-00 the number of teachers in public employ fell by 0.3 percent and the number of students increased by 0.4 percent. Possible explanations for these changes in Canada were not given.

With only a few statistics and researcher comments that reflect specifically on the situation in private schools it would be difficult to find a common thread. At the same time the lack of studies specific to private school teachers provided additional motivation to proceed with this study in Alberta.

Private Schools in Alberta – Background and History

Religiously affiliated private schools are a part of the history of the Province of Alberta going back to the time before Alberta was a province. According to Hop (1982), "…between 1840 and 1883 private schools were the sole source of formal education in the present area of Alberta" (p. 54). Shapiro (1985) suggests that private schools in Canada have gone through four stages. Shapiro has called these stages, Schools of Necessity, Schools of Privilege, Schools of Innovation, and Schools of Protest (p. 195). The time from 1840 to 1883 would fit the Necessity Stage because there were no other formal schools available on the frontier.

In 1884 Hop (1982) records the enactment of Territorial provisions that saw education become a public system (p. 58). These changes led to the demise of private schools during this time period. From 1892 to 1900 religious instruction was relegated to an optional half hour at the end of the school day (p. 59). The demographics of the west were changing rapidly with the coming of the railroads bringing many immigrants during this time period. As religious instruction in schools lessened, various communities saw private schools as way to preserve culture. Compared to eastern Canada the private schools in Alberta didn't go through, a Schools of Privilege stage.

In 1905 the Alberta Act established rights for Roman Catholic and Protestant minorities giving Alberta separate schools (Hop, p. 60). Some Protestant groups felt that this made the public schools lacking in some of the values they viewed as important for their students to learn. The lack of secondary schools particularly in rural areas also encouraged the founding of private boarding schools with connections to various religious groups (p. 59). By 1916 Hop found that the quality of the public schools was

improving. In 1914 there were 54 private schools, by 1920 the number of private schools had dropped to 21 (p. 65-66). Between 1921 and 1946 about 2.2% of students attended private schools in Alberta (p. 68). Several of the schools established during this time continue to operate today. They meet language, culture and religious needs in innovative ways. Over time some of these schools have become part of the public system and some continue as private schools.

Hop (1982) points to some significant changes since 1946. In 1955 a definition for "private schools" was included in the School Act (p. 89). Such a definition had been absent since 1913. 1970 saw the passing of Private School Regulations, which gave the Minister more control over private schools (p. 124). The Association of Independent Schools and Colleges in Alberta (1986) references the Dutch-Canadian immigrants from the mid 1950's and on as having a particular influence, first on the Association and then on the Alberta government to provide some level of funding to private schools. The Dutch-Canadian immigrants are accustomed to the public funding of independent schools in the Netherlands (p. 14). In 2000 the portions of the School Act that deal with private schools was again updated with review scheduled for 2005.

As noted previously the research into the work life of teachers in private schools is limited. The Canadian Teachers Federation (2000) reports that in 1999 there were 190 private schools with 25,414 students and 2,103 teachers in Alberta (p. 9). Using this information 4.4% of students in Alberta attended private schools and 7.1% of Albertan teachers worked in private schools. A large portion (70%) of these private schools has a religious affiliation.

Conceptual Framework

The review of various authors on this topic has led to a framework for this study that has roots in Maslow's need hierarchy and Herzberg's two-factor theory. Burke's (1995) study of JS of rural teachers and the three-domain theory of Dinham and Scott (1997) form the basis for the conceptual framework for this study. The following section discusses job facets, values, perception, the three-domain theory and their interaction with JS.

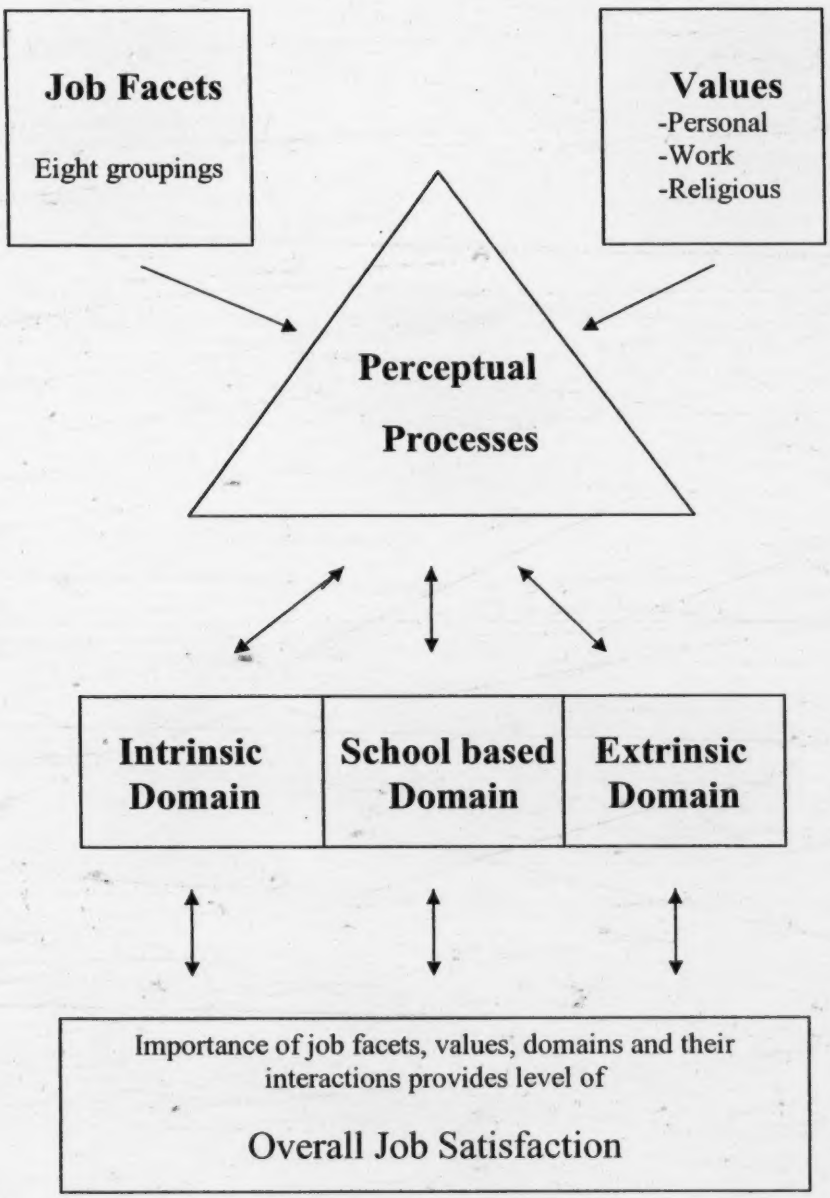

Figure 2.1

Conceptual Framework-Job Satisfaction

Facet organization

"Facet satisfaction refers to people's affective reactions to particular aspects of the job" (Lawler, 1973, p. 64). Lawler indicates that facets or factors are "groups of correlated outcomes" and studies using this approach have generally used five to eight common factors; "job content, supervision, financial rewards, promotion, working conditions, and co-workers" (p. 65). The study of the various factors or facets helps understand those aspects that lead to teacher JS in a given setting as compared to simply looking at overall JS. Burke (1995) studied 15 facet groupings relating to teacher satisfaction. Burke further discussed 17 personal and professional variables that she used to better understand the *Satisfaction of Rural Elementary Teachers in Alberta.* Dinham and Scott (1997) used eight groupings or satisfaction scales to arrive at overall JS for the Australian teachers in their study. This study used eight groupings of facets. The facets were grouped as follows; 1) student related, 2) teaching workload, 3) teacher growth and accomplishment, 4) school characteristics, 5) administration, 6) policy factors; school, board, school system, 7) community and society, and 8) religiously affiliated private school. The many facets of a teaching position interact with the values of each teacher.

Values

Values; personal, work and religious organization values, play a role in the lives of teachers in religiously affiliated private schools. Nelson and Quick (1994) write, "Values are enduring beliefs that a specific mode of conduct or end state of existence is personally or socially preferable..." (p. 121). How do we come to have values? Individuals learn their values from family, teachers, school, religious group, boss, hero and the other contacts in their life. (Nelson and Quick, 1994; Getzels, Lipham and Campbell, 1968, p. 104) Gall, Borg and Gall (1996) state that, "Personal values and standards are important determinants of needs, and they too should be assessed to develop a thorough understanding of needs among the groups being studied" (p.701). As noted before, comments such as these added encouragement to pursuing this study.

Society as a whole also puts values on education. Sergiovanni, Burlingame, Coombs and Thurston (1999) see equity, efficiency, choice and excellence as being the four dominant values that society has for education (p. 7-11). Sergiovanni et al. (1999)

find that education functions best when there is balance between these values rather than on one value being emphasized over the others by public policy (p. 11-13).

Silver (1983) suggests, and I would concur, that the role of teacher brings with it "...both job descriptions and unspoken expectations..." (p. 244). These expectations include aspects from speech and dress to attitudes and values. According to Nelson and Quick (1994) work values are important because these work values provide guidance for worker behavior (p. 123 –126). Individuals in a school setting arrive with a variety of value systems. If these value systems are congruent the results are positive for the employee and supervisor. Nelson and Quick report, "Employees who share their supervisor's values are more satisfied with their jobs and more committed to the organization" (p. 124). Mindell and Gorden (1981) share that "When employees see their values are similar to those of others in their work group, they react in a number of positive ways" (p. 27). Some positive ways that shared values can impact an individual according to Mindell and Gorden can include; being attracted to and identifying with the group, conforming to work place culture, and having self-esteem confirmed along with enhanced performance. Silver (1983) reports that holding similar values affects the relationships and attitudes in a school system from student and teacher on through to superintendent and board (p. 257).

The community that supports a religiously affiliated private school and teachers that choose to teach there likely have much in common when it comes to values and the resulting positive outcomes. Denig (1999) shares that "...teaching is a value-laden profession" (p. 7). Fritch (1999) submits that family and community are being weakened by changes in society. Fritch proposes that the social resources available to religiously affiliated schools embedded in functional communities give them social capital that is effective in raising student achievement. Individual teachers in religiously affiliated private schools may find that they share values at several levels with the other staff and the community that supports the school. A religiously affiliated private school teacher's individual, family, religious and work values could have much in common with the values held by her peers and social contacts. Nelson and Quick (1994) use the term "organizational citizenship" to describe shared values in an organization (p.124). It was interesting to check if teachers in religiously affiliated private schools in Alberta

experience any effects on their JS from social capital or organizational citizenship in their work. According to Mindell and Gorden (1981), "Values perform three important functions: (1) they provide a framework for the self-concept; (2) they serve as standards and guides to perception, decision making, and behavior; and (3) they provide a channeling of energy" (p. 28).

The compliment of values an individual teacher brings to her position interacts with the job facets and is filtered by her perception of the daily events of teaching. Hersey, Blanchard and Johnson (1996) suggest, "felt needs cause behavior, and this motivated behavior in a work setting is increased if a person perceives a positive relationship between effort and performance" (p. 36). The values a teacher holds are connected to the intrinsic and extrinsic outcomes that teacher values and works toward. The level of effort applied by the teacher and the impact of the outcome on JS is filtered by the teacher's perception. Nelson and Quick (1994) point out that perception is influenced by characteristics of the perceiver, the subject and the situation (p. 91). Teachers spend much of their working time interacting with others. Human interaction relies on perception, which is largely culturally determined. Teachers are a part of workplace, religious and society groups. The groups a teacher is a part of, color her perceptions of the world. Nelson and Quick state, " Perception is the primary vehicle through which we come to understand ourselves and our surroundings" (p. 89). The values held by a teacher and this teacher's perceptions of how the days' events and interactions meet her needs will influence JS for this teacher.

Three-domain model

Dinham and Scott (1997) describe a three-domain model for teacher perceptions of job satisfaction. Dinham and Scott's first domain found that teachers "are most satisfied by matters intrinsic to the role of teaching" (p. 374). Student achievement, positive relationships, self-growth and collegial supportive environment were some of the specific powerful satisfiers in this domain. "The major sources of teacher and executive dissatisfaction," according to Dinham and Scott (1997), "were matters more extrinsic to the task of teaching children and working with other staff. These dissatisfiers are largely out of the control of teachers and schools, and found within the wider domain of society, the state government, and the system" (p. 374). Items like negative media images, rapid

change, and lack of support to implement policy changes fell into this domain. The third domain was really a "middle band being comprised of largely school based factors" (p. 374). The factors in this grouping were ones like "school leadership, climate and decision making, school reputation, and school infrastructure, and it was these factors where most variation occurred from school to school and where there is thus greatest potential for change within schools" (p. 375). Dinham and Scott go on to suggest that people tend to find things they have less control over more dissatisfying and stressful. In other words focus the energy and resources available on changing things you can control. Due to the domain factors operating relatively independently Dinham and Scott wrote, "that if attention is focused on any of the three domains alone, this will not guarantee improvement in the others, … Attention thus needs to be given to the particular circumstances and contexts of all three levels" (p. 375).

Summary

This chapter has included a review of theories relating to job satisfaction, pertinent research in regards to job satisfaction and teachers and more specifically private school teachers, and a brief history of private schools in Alberta. Finally a framework from which to approach this study is developed. From the massive amount of literature available, it is evident that helping teachers find job satisfaction is not always an easy or simple task. In the area of education, the research into job satisfaction has often had the underlying goal of improving student learning. Silver (1983) suggests that increasing the frequency of satisfaction for teachers and administrators will "theoretically … lead to greater effort to enhance student learning outcomes" (p.314). I concur with Silver's encouragement of further research in the area of educator job satisfaction if the motive for one's research is finding useful knowledge to inform practice and help "students acquire knowledge, values, and skills" (p. 314).

CHAPTER 3
RESEARCH METHOD

Data were collected regarding the job satisfaction of teachers in religiously affiliated private schools in Alberta. The study is descriptive in nature, using the quantitative method. Data collection was done by questionnaire. This chapter is divided into three sections that deal with the participants and their selection; research instrument, data collection and analysis procedures; and a section that describes assumptions, limitations and delimitations.

Participants

Working through staff at Alberta Learning a list of private schools was obtained but due to the Freedom of Information and Privacy (FOIP) legislation the process of gaining access to the various schools was much more complex and time consuming than originally anticipated. Initially a phone call was used to ascertain if a school fit the religiously affiliated private school definition. The telephone was also used to make initial contact with administrators to find out their willingness to have the teachers at a specific school participate. These calls resulted in some principals giving permission and teacher names. Other principals requested additional information by phone, email, or letter before deciding if the teachers from their school would participate. Once principals had agreed to the involvement of the teaching staff a package with covering letter to principal and each teacher along with questionnaires were sent out by mail. This process accommodated those schools that are part of a religious or umbrella organization as well as those that are stand-alone schools. The use of a questionnaire allowed for the potential of receiving information from all teachers in participating religiously affiliated private schools in Alberta.

In total 50 schools agreed to be a part of this study. There were 30 schools from which I was given 212 teacher names. This enabled personalization of the cover letters on the questionnaires to these teachers. Another 20 schools simply gave the number of teachers in the school. This resulted in a 'Dear Teacher' cover letter accompanying the 179 questionnaires sent out to these teachers. The total number of questionnaires sent out was 391.

The total number of questionnaires returned in late May, June, and early July 2001 was 244. This gives a return rate of 62.4% for the questionnaire.

The Research Instrument

The questionnaire developed for this study makes use of surveys developed by previous researchers in this area. Attention was given to work by researchers at the University of Alberta in the job satisfaction area, particularly those in the Education Policy Studies Department. The studies by Holdaway (1978) of *Facet and overall satisfaction of teachers*, Peters & Ingram (1982) of *Levels of satisfaction with Catholic schools*, Burke (1995) who used a questionnaire to look at *Job satisfaction of elementary teachers in Alberta county schools*, and Joffres (1998) who used interviews in *Beyond organizational commitment: Selected elementary school teachers' work commitments,* provide relevant and recent work in the area of study.

Burke's (1995) questionnaire was used with permission as the basis for the questionnaire developed for this study. Some modification to adjust for the teacher group being studied was made. For example questions relating to the Alberta Teachers Association were replaced with ones about integration of faith and learning with basic ideas coming from Peters & Ingram (1982), and perceived need to belong to a teacher association. Question groupings included the following; student related, teaching workload, teacher growth and accomplishment, school characteristics, administration, policy factors, community and society, and religiously affiliated private school related. In addition to the 55 questions using a rating scale response there were four questions that allowed for open ended written responses and 14 questions that gathered personal and professional information. The length of the questionnaire is seventy-three questions. A copy of the letters to teachers and principals and the questionnaire can be found in Appendix A.

A pilot administration in a religiously affiliated private school in Alberta was used to test the survey instrument to check for appropriateness and potential improvements with some minor changes resulting.

Validity

Content validity, according to Borg & Gall (1996) "refers to the degree to which the scores yielded by a test adequately represent the content, or conceptual domain, that these scores purport to measure" (p. 250). Content validity in this case was arrived at by expert judgment. Of the questions used to make the questionnaire, 31 of the 73 came from Burke (1995). Burke reports that 27 of 57 questions she used came from Holdaway (1978). The questions developed relating to faith and learning were influenced by those used by Peters and Ingram (1982). In addition the questions underwent the scrutiny of advisor, university statistics staff, and committee.

"Construct validity is the extent to which a particular test can be shown to assess the construct it purports to measure" (p. 249) state Borg & Gall (1996). In this case the construct is 'job satisfaction' which Evans (1997) shares has been studied in excess of 4000 times. A much smaller number of these studies would be specific to teachers. Job satisfaction has definitely been the object of serious examination over time by a number of individuals, adding to the credibility of JS as a construct. More specific to this study, the number of questions is large enough to gather information from many of the facets that previous researchers have identified as being part of JS. Additional confirmation came from the content and frankness of the written responses.

According to Borg and Gall (1996), external validity is "The extent to which the result of a research study can be generalized to individuals and situations beyond those involved in the study" (p. 759). The findings of this study have some application to the 75% of teachers in religiously affiliated private schools in Alberta that are not part of the responding group. There exists a level of usefulness of the findings to similar religiously affiliated private school settings in other jurisdictions and to a lesser extent public education settings.

Reliability

Borg and Gall (1996) indicate, "the reliability of a test refers to how much measurement error is present in the scores yielded by the test" (p. 254). To find a measure of the reliability of the questionnaire the even-odd split-half process was used. The Guttman split-half analysis yielded a reliability coefficient of 0.97 indicating the questionnaire used to gather data for this study is reliable.

Objectivity

Borg and Gall (1996) state, "The objectivity of a test refers to whether its scores are undistorted by biases of the individuals who administer it and score it" (p. 247). The results of a questionnaire such as the one used in this study of JS are seen as objective tests in that the rating scale answers can be "self-administered and all scorers can apply a scoring key and agree perfectly" (p. 247). The open-ended questions at the end of the questionnaire would have a lesser degree of objectivity because they do not lend themselves as readily to easy compilation of results.

Data Collection

A questionnaire was used to collect data from teachers in religiously affiliated private schools in Alberta. The teacher population, distribution and collection of questionnaires are described below.

The Teacher Population

According to the Canadian Teachers' Federation Economic Service Notes (2000) in 1999-00 there were 2103 teachers in private schools in Alberta (p. 9). Private school teachers do not all work in religiously affiliated school settings. I received partial information from Alberta Learning as to the number of teachers in religiously affiliated private schools in Alberta and all school locations. This information facilitated the necessary calls, emails, and mailings. Permission letters to principals and in a few cases superintendents as school organization required, follow-up letters, and thank you letters were sent out as part of the initial data gathering process. (Copies of correspondence in Appendix A.)

Distribution and Collection of Questionnaires

Approval to proceed with this study was received from the Faculties of Education and Extension Research Ethics Board on April 3, 2001.

There were approximately 100 religiously affiliated private schools with about 1200 teachers that matched the selection criteria for this study. 391 teachers or about one third of private school teachers were each sent a covering letter (Appendix A), questionnaire and self-addressed, stamped return envelope. (Mailed to each school in appropriate numbers with a covering letter for principals and a copy of questionnaire for non-teaching principals.) Two weeks after the initial mailing a letter, reminding those

who had not submitted the questionnaire and thanking those who had, was sent to each participating school. A month and a half time frame was allowed for the distribution and return of the questionnaires.

Data Analysis

The focus of this research was to find the level of religiously affiliated private school teacher job satisfaction and identify and better understand the facets leading to JS and JDS. These results add to our understanding of what systems, schools and individuals can do to make a positive difference in teacher JS. To accomplish this, summaries of different aspects of the data were undertaken. These aspects include: personal, professional, overall satisfaction, facet satisfaction, and written comments. Some of these categories have several sub-groupings.

Statistical Analysis

Similar methods to those used by Burke (1995) were used. First, frequencies and percentage frequencies were calculated to build a profile of the respondents. Second, the data were used to determine the level of satisfaction with each particular facet according to the respondents. Frequency distribution, overall means, and ranked order information were produced with the help of University of Alberta staff. These facets were also divided into eight groups to allow for a thematic approach to reporting. For example, the facets related to interactions with students. Third, descriptive analysis of means were completed for each facet to determine those with substantial difference ($\geq$0.5) between means.

Content Analysis

The written responses and interviews were analyzed for themes and grouped accordingly. Samples of comments that capture these themes are included in the data analysis. The themes that emerged were compared to the statistical data of this study and to the research results of other JS studies. This has helped ascertain the validity of the findings. Some of the responses have been used to illustrate conclusions and recommendations coming from this research for improving teacher job satisfaction.

Assumptions, Limitations and Delimitations

This section includes the assumptions, limitations and delimitations that have an impact on this study.

Assumptions

- Religiously affiliated private schools are a form of educational setting that differs from other school settings.
- The participants have reached a level of thinking ability that enabled them to understand the directions and content of the questions.
- The participants answered the questions honestly.
- The design and data processing procedures selected were appropriate for the intent of the study.
- The data collection and recording were done accurately.

Limitations

-The use of a questionnaire to collect data has limitations. Establishing reliability and validity of an individually developed instrument cannot be fully authenticated. The preciseness of the results is limited by the perceptions of the respondents and the information they record on the instrument.

-The study is limited to the respondent's perceptions at a specific point in time. Influences specific to a responding teacher, in and out of school at the time the questionnaire is completed may have affected the teacher's response to specific questions or the whole questionnaire.

- The religious culture and commitment of individual respondents is a factor.

Delimitations – Participants were teaching in religiously affiliated private schools in Alberta when participating in the study.

CHAPTER 4

PROFILE OF THE RESPONDING TEACHERS

This chapter gives a profile of the 244 religiously affiliated private school teachers who responded to the questionnaire. The personal characteristics reported are shared first, followed by their professional data.

Personal Characteristics of Respondents

The aspects of personal characteristics that respondents were asked to share included: (a) sex, (b) age, (c) marital status, and (d) distance from your residence to the school where you teach.

The frequency and percentage frequency distributions of sex, age, and marital status are shown in Table 4.1. Almost two-thirds of responding teachers were female (64.9%). Just over half of the responding teachers were 39 years of age or younger (51.5%) and three-quarters were married (74.8%). Over half of the respondent teachers travel more than 5 km from their residence to the school where they teach (56.2%).

Table 4.1

Frequency and Percentage Frequency Distributions of Personal Characteristics of Respondents

Sex (n=242)	f	%f
female	157	64.9
male	85	35.1
Age (n=241)	**f**	**%f**
under 25	17	7.1
25 – 29 years	35	14.5

30 – 34 years	34	14.1

Table 4.1 (continued)

35 – 39 years	38	15.8
40 – 44 years	35	14.5
45 – 49 years	32	13.3
50 – 54 years	33	13.7
55 – 59 years	10	4.1
60 years and over	8	2.9
Marital status (n=242)	**f**	**%f**
single	47	19.4
married	181	74.8
divorced	8	3.3
other	6	2.5
Distance to school (n=240)	**f**	**%f**
1 or less km	37	15.4
2 –5 km	68	28.3
6 – 15 km	68	28.3
more than 15 km	67	27.9

Professional Characteristics of Respondents

The professional characteristics of the respondents are described in relation to the following aspects: (a) total years teaching experience, years in school system, years in

school, contract status, and level of education; (b) teaching assignment, major subject area taught, teaching assignment and its consistency with training and experience; (c) school and class size; (d) sex of principal, percentage administration if any, and percentage teaching time; (e) associate membership in Alberta Teachers Association (ATA), value seen in having some form of association for private school teachers, and preference for being a full member of the ATA.

The frequency distribution and percentage frequencies relating to years of experience and contract status are reported in Table 4.2. The majority of respondent teachers had taught four years or more (79.1%), for the same school division four years or more (57.9%), in the same school for four years or more (53.7%), had a full time permanent contract (75.8%), and had a B. Ed. or a B. Ed. plus another degree (86.2%).

The frequency and percentage frequency distributions for data relating to teacher assignment and its consistency with teacher training and experience are summarized in Table 4.3. Teacher assignments from Kindergarten to Grade 6 accounted for two-thirds of responding teachers (66.1%). Core subject assignment (English/LA, Math, Science, and Social Sciences) accounted for 65.1% of major subject areas taught by respondent teachers. The consistency between teacher assignment and training was 82.7% and between teacher assignment and experience was 89.7% for responding teachers.

The frequency distribution and percentage frequencies for school and class sizes of the responding teachers is summarized in Table 4.4. Two-thirds of responding teachers teach in schools with 200 students or less (69.7%), and have 16 or more students in their classroom (66.0%).

The frequency and percentage distributions summarizing the sex of principal, administration responsibilities, and teaching percentage of respondents is summarized in Table 4.5. More than half of responding teachers have a male principal (61.4%). One quarter of responding teachers indicated they have administration responsibilities (27.3%). Over three-quarters of respondent teachers teach full time (75.8%).

The frequency distribution and percentage of frequencies relating to associate membership in the ATA, value of an association for private school teachers, and preference to become full members of the ATA are summarized in Table 4.6. Less than one-fifth of respondent teachers hold associate member status with the ATA (17.6%).

Two-thirds of the respondent teachers desire an association for private school teachers (66.5%) and would not want to have full membership in the ATA (71.6%).

Table 4.2

Frequency and Percentage Frequency Distributions of Years of Experience, Years in School System, Years in Present School, Contract Status, and Highest Level of Education

Years of teaching experience (n=239)	f	%f
under 6 years	77	32.2
6 – 10 years	58	24.3
11 – 15 years	48	20.1
16 – 20 years	23	9.6
21 – 25 years	14	5.9
26 – 30 years	11	4.6
over 30 years	8	3.3
Years in school system (n=140)	**f**	**%f**
under 6 years	76	54.3
6 –10 years	35	25.0
11 – 15 years	17	12.1
16 – 20 years	8	5.7
21 – 25 years	0	0.0
26 – 30 years	2	1.5
over 30 years	2	1.4

Table 4.2 (continued)

Years in present school (n=218)	f	%f
under 6 years	122	56.0
6 – 10 years	61	27.9
11 – 15 years	25	11.5
16 – 20 years	6	2.8
over 20 years	4	1.4
Contract status (n=236)	**f**	**%f**
permanent full-time	179	75.8
permanent part-time	25	10.6
temporary full-time	25	10.6
temporary part-time	7	3.0
Highest level of education (n=239)	**f**	**%f**
Teaching certificate	12	5.0
BEd	137	57.3
BEd plus other degree	69	28.9
Masters	19	7.9
Doctorate	2	0.8

Table 4.3
Frequency and Percentage Distributions of Major Teaching Assignment, Major Subject Area Taught and Teacher Assignment being Consistent With Training and Experience

Major teaching assignment (n=168)	f	%f
Kindergarten	14	8.3
Grades 1 - 3	48	28.6
Grades 4 - 6	49	29.2
Grades 7 – 9	33	19.6
Grades 10 – 12	16	9.5
Grades 1 – 6	2	1.2
Grades 1 – 9	3	1.8
Grades 3 – 12	3	1.8
Major subject area taught (n=109)	**f**	**%f**
English/LA	22	20.2
Math	25	22.9
Science	15	13.8
Social Studies	9	7.3
Others	34	34.9
Assignment consistent with training	**f (n= 237)**	**%f**
yes	196	82.7

no	41		17.3

Table 4.3 (continued)

Assignment consistent with experience	f	(n=203)	%f
yes	182		89.7
no	21		10.3

Table 4.4

Frequency and Percentage Frequency Distributions of Responses Indicating Number of Students in School and Number of Students in Class

Number of students in school (n=241)	f	%f
50 or less	34	14.1
51 – 100	29	12.0
101 – 200	105	43.6
201 –300	30	12.4
300 or more	43	17.8
Number of students in class (n=238)	**f**	**%f**
15 or less	81	34.0
16 – 20	69	29.0
21 – 25	49	20.6
26 – 30	33	13.9
31 or more	6	2.5

Table 4.5

Frequency and Percentage Distributions of Sex of Principal, Administrative Responsibilities, and Percent Teaching Time

Sex of your principal (n=241)	f	%f
female	92	38.4
male	148	61.6
Administrative responsibilities (n=242)	**f**	**%f**
yes	66	27.3
no	176	72.7
Teaching percentage of workload (n=241)	**f**	**%f**
10 – 39 percent	13	5.4
40 – 59 percent	10	4.1
60 – 79 percent	7	2.9
80 – 99 percent	25	10.4
100 percent	186	77.2

Table 4.6

Frequency and Percentage Distributions of Associate Member Status With Alberta Teachers Association (ATA), Value of having an Association for Private School Teachers, and Preference to be a Full Members of the ATA

Associate ATA member status held (n=238)	f		%f
yes	42		17.6
no	196		82.4
Value an Assoc. for private school teachers	**f**	**(n=179)**	**%f**
yes	119		66.5
no	60		33.5
Prefer to be a full member of the ATA	**f**	**(n=204)**	**%f**
yes	58		28.4
no	146		71.6

Summary

The questionnaire respondents were two-thirds female: 157 females and 85 males. Just over half of questionnaire respondents or 51.5% were 39 years of age or younger. A high percentage of respondents are married (74.8%) and live 15 kilometres or closer to the school where they teach (72.1%).

Over half of the respondents (56.5%) have 10 years or less total teaching experience. The majority of respondents have taught for 10 years or less for their present school system (79.3%), have taught 10 years or less at their present school (83.9%), have

a full-time permanent contract (75.8%), and have a B. Ed. or B. Ed. and another degree (86.2%).

A total of 67.3% of responding teachers taught in Grades 1 – 6. Less than half of responding teachers indicated a major subject area taught. Of the 109 teachers reporting a major subject area taught, 65.1% were responsible for English, Math, Science or Social Sciences. A high percentage of respondents indicated that their teaching assignment was consistent with their training (82.7%) and experience (89.7%).

Teachers in schools with between 101 and 200 students made up 43.6% of respondents. The number of students in a class was 16 students or more for 66.0% of teachers.

Respondent teacher data indicated that 61.4% had a male principal. The majority of teachers did not have administration responsibilities (72.7%) and teaching made up one hundred percent of their work load (77.2%).

Respondents who held Associate membership in the ATA were in the minority at 17.6%. Two-thirds of teachers responding saw value in having some form of private school teachers association (66.5%) but were against becoming full members of the ATA (71.6%).

CHAPTER 5
FACET SATISFACTION

This chapter presents the results as derived from the questionnaire responses submitted by the responding teachers. The data are categorized into eight groupings. These categories are headed: student related, teaching workload, teacher growth and accomplishment, school related, administration and leadership, school board/system, community/society, and a category to capture some of the unique pressures that certain facets may place on religiously affiliated private school teachers. These groupings of facets provide the background for the reporting of the teachers' overall level of satisfaction.

Written comments by responding teachers are summarized and samples of respondent comments are included to increase understanding of the views held by these teachers. Slight changes to teacher comments have been made in some instances to correct grammar or improve readability.

Student Related Facets

This section includes the summary of three questions rating teacher satisfaction in relation to general student behavior in the school, attitudes of students towards learning and attitudes of students towards teachers.

A summary of these student related facets of teacher satisfaction by the religiously affiliated private school teachers who responded is reported in Table 5.1.

General student behavior in the school was given above normal satisfaction ratings by 77.3% of respondents, 9.9% reported a normal level and 12.8% were dissatisfied with student behavior. When given the opportunity to list factors that contributed most to overall satisfaction, teachers included "students are very well behaved" among their comments.

Attitudes of students towards learning were reported to provide above normal satisfaction by 57.8% of teachers. Below normal satisfaction with student attitudes to learning was reported by 23.8% of responding teachers. Comments typical of the positive levels of satisfaction with student attitudes to learning recorded by respondents include, "the children are enthusiastic, fresh, & respectful." "The students work hard and want to learn." I find "my students are caring, eager to learn and fun to be with."

Respondent teachers who were dissatisfied included comments like, "the negative attitude of some students is at times difficult to deal with."

Table 5.1

Percentage Frequency Distributions and Overall Means of Responses of Satisfaction of Teachers With Aspects of Student Related Facets

Student Related Facets	HD 1 %	MD 2 %	SD 3 %	N 4 %	SS 5 %	MS 6 %	HS 7 %	Mean
General behavior of students in the school (n=243)	1.6	5.3	5.8	9.9	8.2	50.6	18.5	5.44
Attitudes of students towards learning (n=244)	4.1	7.4	12.3	18.4	18.4	31.1	8.2	4.66
Attitudes of students towards teachers (n=238)	2.5	5.3	9.4	19.3	12.7	38.5	12.3	4.99

Note that the scale used in the tables in chapters 5 is as follows:
1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied;
4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

The attitudes of students towards teachers were given an above normal satisfaction rating by 53.8% of responding teachers. Dissatisfaction was reported by 22.3% of teachers while 23.9% of teachers rated the attitudes of students towards teachers as normal or neutral. Few teachers included this facet in their comments indicating factors that contribute most to satisfaction or dissatisfaction. A sample from those that did includes a teacher that had "positive feedback from students" as the first factor in contributing to overall satisfaction.

Another teacher included comments in both the satisfier and dissatisfier sections. "Relationships that develop between pupils and I," give rise to feelings of satisfaction, while "lack of appreciation by students for all my work," leads to a level of dissatisfaction.

Teaching Workload

This section includes teacher responses to seven questions. Teacher satisfaction with time spent in meetings, time expectations in relation to extra-curricular activities, integration of special needs students, support services for special needs students, teaching as a lifetime career, availability of professional advice, and fairness in treatment of all teachers.

Table 5.2 summarizes the results of teachers' responses as to their satisfaction with these facets of teaching workload.

For the facet relating to the time spent in meetings 57.2% were satisfied respondents and 13.6% were dissatisfied. There were no comments from satisfied respondents specific to meetings. Dissatisfaction gave rise to comments about "interminable meetings" and "all the extra-curricular work & meetings required" of teachers.

For responding teachers, 57.0% indicated a level of satisfaction with the amount of time expected from teachers for extra-curricular activities. Dissatisfaction was indicated by 20.4% of teachers. Extra-curricular expectations did not appear in teacher comments as satisfiers but did appear a few times as a dissatisfier or area for improvement. Two teachers commented that "the pay is low and there are too many extra-curricular activities" and a need exists to "share out extra curricular activities more evenly."

The integration of special needs students in the classroom provided a level of satisfaction for 53.2% of respondents and dissatisfaction for 26.9% of teachers. On only a few survey forms was integration of special needs students deemed worthy of a comment as part of the overall dissatisfaction factors. One respondent wrote "more and more school children are suffering from 'syndromes', ADD and other disorders, causing stress and concern in the classroom."

For support services available for integrating special needs students 41.5% of respondents were satisfied and 43.3% were dissatisfied. Teachers asked for "more support for challenged children," and "more help for those with learning disabilities because we are enrolling more and more students with difficulties."

Table 5.2

Percentage Frequency Distributions and Overall Means of Responses of Satisfaction of Teachers With Teacher Workload Facets

Teaching Workload	HD 1 %	MD 2 %	SD 3 %	N 4 %	SS 5 %	MS 6 %	HS 7 %	Mean
The amount of time spent in meetings (n=243)	3.3	2.1	8.2	29.2	9.1	24.7	23.5	5.07
Time you are expected to spend on extra-curricular activities (n=230)	5.2	5.7	9.6	22.6	7.4	27.8	21.7	4.92
Integration of special needs students in the regular classroom (n=216)	3.7	8.3	14.8	19.9	12.0	25.5	15.7	4.68
Support services available for integrating special needs students (n=217)	15.2	12.4	15.7	15.2	14.7	16.1	10.6	3.93
The prospect of classroom teaching as your lifetime career (n=234)	1.3	3.4	5.6	11.1	8.1	28.6	41.9	5.75
Availability of useful professional advice (n=239)	3.8	6.7	14.2	13.4	20.1	26.4	15.5	4.80
Fairness in treatment of all teachers (n=238)	3.4	5.0	4.6	12.6	6.7	21.0	46.6	5.64

The respondent teachers' view of classroom teaching as a lifetime career shows 78.6% being satisfied and 10.3% being dissatisfied. A satisfied teacher wrote

> *The bottom line of teaching ... is that I believe God has called me to this ministry. Because it's more than 'a job' (with all the challenges of teaching 17 years at a Junior High Level), I really do have a high level of satisfaction! What a great encouragement it always is when former students come back and tell you how much they appreciated having 'you' as their teacher.*

A dissatisfied teacher recorded that "after teaching 1 year (first year teacher) I am taking a year off. This year was too draining and stressful, and the expectations of me were extremely unrealistic. I will need to evaluate whether this is the career for me."

In relation to the availability of useful professional advice, 61.9% of respondents were satisfied and 24.7% were dissatisfied. A teacher dissatisfied with this facet wrote of the need "to have a venue for teachers who experience problems – in small private schools there is the principal and that's all."

For the facet, fairness in treatment of all teachers, 74.4% of respondents were satisfied and 13.0% were dissatisfied. Teachers did not write specific comments relating to satisfaction or dissatisfaction with fairness of treatment. A few respondents wrote comments to another question (#58) that suggest room for improvement in treatment of teachers by "sharing the teacher work loads with more parity" and ensuring that "spares/prep times are evenly distributed among teachers."

Teacher Growth and Accomplishment

The results from facet questions relating teacher satisfaction to teachers' sense of accomplishment, growth and professional development are presented. The extent to which teachers are satisfied with recognition by other teachers, opportunity for promotion, intellectual stimulation of work, sense of achievement in teaching, opportunities to learn from and share with other teachers, leave to pursue further studies, central office administrator support for individual teachers, and teacher access to professional development activities is summarized in the data reported for these facets.

Table 5.3 shares the results from responding teachers concerning their satisfaction with these selected teacher growth characteristics.

For recognition by other teachers of their work 67.9% of respondents were satisfied and 9.0% were dissatisfied. A responding teacher reported that a contributing factor to overall satisfaction was "recognition of my part in the school by students and staff." For a few teachers a contributing dissatisfaction factor was simply "lack of recognition."

The level of opportunity for promotion was reported as satisfying by 48.2% of responding teachers and dissatisfying by 20.5%. Positive comments relating to promotion didn't appear. One teacher was teaching in a school where "the opportunity

for advancement is hindered by the fact that I do not follow the religion or speak the language. No one in my situation will be able to move into administration here."

Intellectual stimulation in their work was reported as a satisfier by 77.0% of respondents and a dissatisfier by 7.4%. A responding teacher reported satisfaction from "intellectual stimulation (I always feel that I am learning too)." Dissatisfied teachers did not comment specifically on intellectual stimulation.

85.7% of responding teachers were satisfied and 7.0% were dissatisfied, in terms of their sense of achievement as teachers. Almost 50 teachers commented that achievement, their own and their students' achievement, was a satisfying factor. Comments ranged from "you can see results, not always immediately, but results!" to "achievement and success of students" and "personal achievement." A level of dissatisfaction was expressed by teachers writing about "lazy, underachieving students" and "avoidance of work by students."

Opportunities to learn from and share with other teachers were reported as satisfying by 70.7% of respondents and dissatisfying by 17.4%. "The 'teamwork' atmosphere of the school" and "colleagues who are willing to share and collaborate" were reported as satisfying by teachers. A comment reporting the learning and sharing factor as dissatisfying suggested there was "little collegial sharing."

The extent to which staff were granted leave for further studies found 54.2% of responding teachers as satisfied and 24.0% dissatisfied. One teacher wrote that there was "support for continuing education." A teacher dissatisfied with this factor commented that there was a "lack of relevant teacher resources/continuing education."

Support from central office administrators was reported as satisfying by 70.4% of respondents and dissatisfying by 15.8%. Positive comments about administration came from a teacher that had an "administration that trusts professional judgement of its teachers." In contrast a teacher who found administration to be a dissatisfying factor wrote about an "administration that does not support teachers."

Teacher access to professional development activities was a satisfier for 68.2% of respondent teachers and a dissatisfier for 20.2%. Individual responses where this factor was a satisfier include simply "upgrading knowledge and skill" and "being given the time to improve my skills and knowledge." Comments from teachers dissatisfied with

professional development available to them pointed out "a lack of professional development" and a "lack of a diversity of relevant PD opportunities."

Table 5.3

Percentage Frequency Distributions and Overall Means of Responses of Satisfaction of Teachers With Selected Teacher Growth Characteristics

Teacher Growth & Accomplishment	HD 1 %	MD 2 %	SD 3 %	N 4 %	SS 5 %	MS 6 %	HS 7 %	Mean
Recognition by other teachers in the school of your work (n=234)	2.1	2.6	4.3	23.1	15.4	25.2	27.4	5.32
Your opportunity for promotion (n=195)	7.2	6.7	6.7	31.3	9.7	19.0	19.5	4.65
Intellectual stimulation in your work (n=243)	1.2	1.6	4.5	15.6	13.2	37.4	26.3	5.56
Your sense of achievement in teaching (n=244)	0.8	2.0	4.1	7.4	11.9	38.5	35.2	5.84
Opportunities to learn from and share with other teachers (n=242)	1.7	6.2	9.5	12.0	14.5	32.2	24.0	5.24
Extent to which staff are granted leave for further studies (n=179)	8.4	7.8	7.8	21.8	8.9	25.7	19.6	4.70
Extent to which you feel that central office administrators are supportive of individual teachers (n=196)	4.6	8.2	3.1	13.8	11.7	27.6	31.1	5.27
Teacher access to professional development activities (n=243)	3.3	4.1	12.8	11.5	15.2	28.8	24.3	5.15

School Characteristics

This section shares the results from analyzing the facets relating to school characteristics. The analysis of the teachers' responses shows the extent to which they are satisfied with relationships with other teachers, involvement with decision making in the school, level of recognition of teacher contributions within the school, and availability of quality technology resources to teachers. Table 5.4 summarizes the results of teachers' responses in relation to the school characteristics. 89.2% of responding teachers were satisfied with their relationships with other teachers while 3.7% were dissatisfied. Respondents explained their satisfaction by writing about "the incredible staff I work with – community!" "The people I work with make this a wonderful place to spend the day." "We have a very caring staff and the support for one another is great," shared another satisfied teacher. "Staff relations that provide a 'support' environment" and a sense of "community - I am in a place where I am valued by staff, administrator, and board … There is love in the air," are comments indicative of the satisfaction most teachers felt about their relationships with other teachers. Dissatisfaction was reported when teachers wrote of a "lack of being a team" and "staff that are hired and resign without any sense of relationship building."

Involvement with decision-making in the school was satisfying to 77.6% of respondents and dissatisfying to 12.0%. Representative comments indicated a positive level of satisfaction as a result of having "the opportunity for involvement in decision-making" and "working with a great team – colleagues and administration." Dissatisfaction is clearly portrayed by the words one teacher chose for the following comment. "The unilateral decision making power of the principal – it is scary! Intimidating at best. The board is bullied (my view) and there is no where for teachers to go except leave."

For the level of recognition of teacher contributions within the school 76.6% of teachers responding were satisfied and 15.9% were dissatisfied. A satisfied respondent wrote that "recognition" was one of the factors contributing to teacher satisfaction. "No recognition of all my hard efforts" leads to dissatisfaction with this facet for another teacher.

The availability of quality technology resources to teachers found 42.6% of respondents expressing satisfaction and 42.6% experiencing dissatisfaction. Technology resources did not receive comments as satisfiers. The lack of technology resources garnered a response about "our computers etc. being very old." "We do not have much for technology resources" and a lack "technology and up to date equipment for staff students," were comments from other dissatisfied teachers.

Table 5.4

Percentage Frequency Distributions and Overall Means of Responses of Satisfaction of Teachers With School Characteristics

School Characteristics	HD 1 %	MD 2 %	SD 3 %	N 4 %	SS 5 %	MS 6 %	HS 7 %	Mean
Your relationship with other teachers (n=241)	0.4	1.2	2.1	7.1	4.1	26.1	58.9	6.27
Your involvement with decision-making in your school (n=241)	3.3	3.7	5.0	10.4	10.4	35.3	32.0	5.54
Level of recognition of teacher contributions within the school (n=239)	4.2	3.3	8.4	7.5	11.3	36.0	29.3	5.44
Availability of quality technology resources to teachers (n=244)	10.7	13.9	18.0	14.8	14.3	17.6	10.7	4.04

Administration

Teacher satisfaction relating to relationships with the principal, clarity of school goals, trust and confidence the principal has in the teachers, educational leadership of the principal, clarity of the principal's expectations, support given to teachers by the principal, methods used to evaluate teachers, methods used to select school administrators, level of monetary compensation, and the benefit package you are receiving is reported in the following section.

Table 5.5 summarizes the results of teachers' responses as to their satisfaction with the selected facets of administration.

Teachers satisfied with their relationship with the principal totalled 85.2% while 6.7% were dissatisfied. Responding teachers found satisfaction in their "relationships with administration and staff" and the knowledge that "our principal backs (supports) the teachers, yet gives us freedom in how we teach." In contrast one teacher reported working with a "principal who has poor people skills."

For clarity of school goals 79.4% of respondents were satisfied and 12.8% were dissatisfied. Clarity of school goals was a satisfier for one teacher who reported "unity among staff members (toward mission)." In contrast another teacher found dissatisfaction for clarity of school goals and wrote, "vision/ends are not clearly understood by all."

The trust and confidence the principal has in the teachers provided satisfaction to 86.8% of responding teachers and dissatisfied 6.0%. An "administration that trusts the professional judgement of its teachers" and "our principal is very supportive" are comments from satisfied teachers. A responding teacher found dissatisfaction in an "administration that does not support teachers."

The educational leadership of the principal was reported as satisfying by 82.8% of respondents and dissatisfying by 11.9%. There were no satisfaction comments pertaining specifically to educational leadership of the principal. One of the respondents reporting dissatisfaction wrote of an "administration that controls instead of leading."

80.8% of teachers reported satisfaction with the clarity of the principal's expectations and 12.2% dissatisfaction. A teacher that found "realistic expectations were set by their principal" reported satisfaction. Dissatisfaction was the result for a teacher who wrote, "Administration isn't really familiar with expectations and methods needed to have a successful elementary program."

Table 5.5

Percentage Frequency Distributions and Overall Means of Responses of Satisfaction of Teachers With Selected Administration Facets

Administration	HD 1 %	MD 2 %	SD 3 %	N 4 %	SS 5 %	MS 6 %	HS 7 %	Mean
Your relationship with the principal (n=223)	1.8	1.8	3.1	8.1	4.0	17.9	63.2	6.17
Clarity of school goals (n=243)	1.6	4.5	6.6	7.8	13.2	37.4	28.8	5.54
Trust and confidence the principal has in the teachers (n=234)	0.9	1.7	3.4	7.3	5.6	24.8	56.4	6.15
Education leadership of the principal (n=227)	3.5	4.4	4.0	5.3	8.8	31.7	42.3	5.76
Clarity of the principal's expectations (n=229)	4.4	3.1	4.8	7.0	7.9	35.8	37.1	5.67
Personal support given to teachers by the principal (n=233)	3.4	2.6	5.6	6.0	6.0	26.6	49.8	5.88
Methods used to evaluate teachers (n=231)	3.5	2.2	10.8	25.1	8.7	29.4	20.3	5.03
Methods used in selection of school administrators (n=202)	7.9	5.9	7.4	22.3	9.4	24.3	22.8	4.83
Level of monetary compensation you receive for your work (n=241)	20.7	13.7	19.5	11.2	8.7	20.3	5.8	3.58
Benefit package you are receiving (n=213)	13.1	8.9	10.8	17.4	12.7	24.9	12.2	4.31

Personal support given to teachers by the principal was rated as a satisfier by 82.4% of responding teachers and a dissatisfier by 11.6%. Support from the principal was felt and reported as satisfying with statements like, " the principal is supportive and caring" and "the principal listens and cares." Dissatisfaction was recorded with a

comment from a teacher indicating that there was an "administration that does not support teachers."

For methods used to evaluate teachers 58.4% of respondents were satisfied and 16.5% were dissatisfied. No specific comments linking satisfaction and evaluation were reported. "Poor evaluation practices" were reported as a dissatisfier for one teacher.

Methods used in selection of school administrators satisfied 56.4% of respondents and dissatisfied 21.3%. There were no comments recorded for satisfaction with this facet. One teacher indicated that the "school board appoints administrators at our school, there isn't an open competition."

Only 34.9% of responding teachers indicated a level of satisfaction with the level of monetary compensation they received for their work while 53.9% indicated a level of dissatisfaction. Comments about "adequate compensation and benefits to live comfortably" and satisfaction with the "salary and benefit package" came from satisfied respondents. Monetary compensation was a dissatisfying factor for more teachers than any other facet in this study. Teachers experiencing dissatisfaction with this facet share that "we really are not paid for the full value of what we do" and the "$ I get for a days work is really low."

49.8% of respondents were satisfied with the benefit package they receive while 32.9% of respondents were dissatisfied. There were two comments that referred to benefits as a satisfier. A teacher wrote of "adequate compensation/benefits to live comfortably." A sampling of dissatisfaction comes from terse comments like "no benefits (none!)," "no benefit or retirement packages," and "lower pay and a not-so-great retirement plan."

To check if including teachers with administrative responsibilities and the few that had mostly administration responsibilities may have skewed the facet satisfaction results a comparison separating the full time teachers from those with administrative duties was made. There were six facets with substantial differences in means, all of which were given higher satisfaction ratings by principals. The facets were, your involvement with decision-making in your school (difference 0.91), general behavior of students in the school (difference 0.51), your opportunity for promotion (difference 0.77), the way in which consultation between teachers and board is conducted (difference 0.57),

teacher input into your school system policies (difference 0.75), and support for teachers in dispute with your school system (difference 0.73). (See Appendix B, Table 5.15 for all facets.) Given that 27.2% of respondents indicated they had administration responsibilities these six facets would have been skewed slightly higher than if only teachers had responded. The administrators did mark nine facets lower than their teacher colleagues. This result is different than found by Scott and Dinham (1999) who reported that when headteachers in England were separated from their teacher colleagues their average satisfaction levels were higher on all scales.

Policy Factors: School, Board, School System

The results of analysis of the responses to facets relating to policy are presented next. These facets include methods used to transfer teachers, availability of learning resources, the number of students in a class, extent to which teachers are kept informed about policy and financial matters related to their jobs, the school system works to reduce stress for its teachers, the collective bargaining process, consultation between teachers and board, teacher input into policies, extent to which board members understand the problems faced by teachers, the match between teacher expectations of the school system and the school systems response, and public relations carried out by the school system.

Table 5.6 summarizes the results of teachers' responses concerning their satisfaction with the selected facets relating to policy.

When practices used to transfer teachers was the facet being responded to, 46.3% of respondents reported satisfaction and 25.3% reported dissatisfaction. There were no comments specific to this factor from satisfied teachers. Teachers sharing a level of dissatisfaction with practices used to transfer teachers wrote of a "lack of job stability," that "one poor year due to outside stress can end a career," and that "achieved status does not transfer from one province to another." (Note low n of 95 for this facet.)

Availability of learning resources for use with students was a satisfier for 55.9% of teachers and a dissatisfier for 33.3%. One teacher viewed the "availability of resources" as a satisfier. In contrast a number of dissatisfied teachers experienced a "lack of resources to meet some curriculum expectations" and "lack of quality material to teach with (its' hard to teach without proper materials and equipment)."

For the number of students in classes 79.3% of respondents indicated a level of satisfaction and 10.3% indicated a level of dissatisfaction. Satisfied teachers wrote of "low student teacher ratios" and "small class sizes that allow for individual attention for students." Teachers with class size as a dissatisfier wrote that "some class sizes are too high" and it is "too difficult to teach a double grade with both curriculum."

The extent to which the school system keeps teachers informed about matters related to their job (e.g. finances, policies) was a satisfying factor for 58.1% of respondents and dissatisfying for 22.0%. Communication of information did not appear as a satisfier in the written comments. As a dissatisfier this factor resulted in comments like "lack of communication" and "poor communication may mean taking the blame for something you didn't know about."

For the extent to which the school system works to reduce stress for its teachers 50.2% of teachers reported a level of satisfaction and 32.8% dissatisfaction. No specific comments relating to stress and satisfaction were found. One dissatisfied teacher wrote that the "workload of the job" was a "stress factor."

The way in which consultation between teacher and board is conducted satisfied 46.9% of responding teachers while 32.9% were dissatisfied. Satisfaction with consultation between teacher and board resulted in comments like "excellent board, society support" and "excellent support/involvement by board." A dissatisfied teacher wrote that they "believe the board has its own agenda (top down) and merely goes through business practices to suggest open dialogue on issues."

For teacher input into school system polices 64.3% of respondents indicated satisfaction while 20.4% reported dissatisfaction. Satisfied teachers wrote of "being a team member within the system" and a "sense of team among board, staff and administration." Dissatisfaction was expressed by a teacher writing about a "lack of input in policy setting.

For the extent to which board members understand the problems faced by teachers, 31.1% expressed satisfaction and 38.1% dissatisfaction. One respondent wrote that they had "excellent board support." Dissatisfaction was registered with comments like the "board doesn't always understand the teacher's position" and the "school boards lack of understanding of what teachers face (joking about it)."

Table 5.6

Percentage Frequency Distributions and Overall Means of Responses of Satisfaction of Teachers With Policy Related Facets

Policy Related Facets	HD 1 %	MD 2 %	SD 3 %	N 4 %	SS 5 %	MS 6 %	HS 7 %	Mean
Practices used to transfer teachers (n=95)	12.6	4.2	8.4	28.4	6.3	25.3	14.7	4.46
Availability of learning resources (n=243)	4.5	9.5	19.3	12.8	16.9	24.7	12.3	4.51
Number of students in classes (n=242)	1.2	2.9	6.2	10.3	5.4	22.7	51.2	5.89
Extent school system keeps you informed (n=241)	7.1	4.1	10.8	19.9	10.4	26.6	21.2	4.87
Extent school system works to reduce stress (n=241)	10.0	8.3	14.5	17.0	13.3	27.0	10.0	4.36
Consultation between teachers and board (n=213)	11.7	9.4	11.7	20.2	11.3	23.9	11.7	4.29
Teacher input into school system policies (n=235)	6.0	5.5	8.9	15.3	17.0	29.4	17.9	4.91
Board understands problems faced by teachers (n=236)	10.6	13.6	14.0	19.9	11.9	22.0	8.1	4.07
Match between your expectations and school system's response (n=231)	3.0	4.3	14.3	29.0	13.9	22.9	12.6	4.65
Public relations carried out by school system (n=227)	4.4	7.9	10.1	25.1	18.5	26.9	7.0	4.54

The match between teacher expectations of their school system and their school system's response found 49.4% of respondent teachers experiencing satisfaction and 21.6% dissatisfaction. There were no respondent comments specific to this facet.

Public relations carried out by their school system provided 52.4% of teachers with a level of satisfaction while 22.5% reported dissatisfaction. There were no respondent comments specific to this facet.

Community and Society

The analysis of the data relating to responses dealing with community and society follow. The selected facets include, attitude of society towards teachers, attitude of parents towards education, involvement of parents in school activities, community expectations of teachers, and community support of teachers.

Table 5.7 summarizes the results of teachers' responses concerning their satisfaction with these selected facets of being a teacher.

For status of school teachers in society, 49.6% of respondents were satisfied with what they perceived to be the status of teachers in society while 31.8% were dissatisfied. Respondents didn't make specific comments relating to this factor.

The attitude of society towards teachers was reported by 46.1% of respondents as satisfying and by 32.9% as dissatisfying. A reason for satisfaction shared by a teacher was the "support given by the community." Comments given as leading to dissatisfaction with this facet include that "society expects more and more of teachers but limits the authority teachers have to fulfill these expectations" and "the value of teachers in society is an issue we need to address or teachers will continue to leave the field to the detriment of the next generation."

For attitude of parents towards education, 53.3% of teachers reported a level of satisfaction while 26.6% were dissatisfied. Satisfied respondents wrote comments about "positive feedback from parents," "committed, supportive parents," and "I love my job overall – the parent community is just amazing – so giving and supportive." Respondents with levels of dissatisfaction for this facet submitted comments such as the "attitude of parents towards learning" and "parents who do not trust the teacher's professional judgement."

65.2% of respondents were satisfied with the involvement of parents in school activities while 20.9% reported dissatisfaction. Satisfied teachers wrote of having a "parent run school with lots of parent involvement and support for kids" and "parents who were willing to support the teacher as well as volunteering on a regular basis in the classroom." Teachers experiencing dissatisfaction with this facet documented "complaining and uninvolved parents" and "lack of parental involvement."

Table 5.7

Percentage Frequency Distributions and Overall Means of Responses of Satisfaction of Teachers With Selected Facets of Community and Society

Community and Society	HD 1 %	MD 2 %	SD 3 %	N 4 %	SS 5 %	MS 6 %	HS 7 %	Mean
Status of schoolteachers in society (n=242)	6.6	7.9	17.4	18.6	19.4	21.9	8.3	4.35
Attitude of society towards teachers (n=243)	7.8	7.0	18.1	21.0	18.1	20.2	7.8	4.26
Attitude of parents towards education (n=244)	2.9	6.6	17.2	20.1	16.8	27.9	8.6	4.59
Involvement of parents in school activities (n=244)	2.5	6.6	11.9	13.9	14.8	27.5	23.0	5.06
Community expectations of teachers (n=236)	1.3	7.2	15.7	26.7	14.0	28.8	6.4	4.57
Community support of teachers (n=238)	2.5	8.4	11.3	23.9	18.9	27.3	7.6	4.61

For community expectations of teachers, 49.2% of respondents indicated satisfaction and 24.2% were dissatisfied. Respondents recording satisfaction with this facet shared that they had "a supportive/encouraging community (parents, co-workers, board, students)" and "parents that share the school's and my values." Teachers with dissatisfaction for this facet commented on "unreasonable expectations from parents" and "being held to an unrealistic standard in my private life by board and parents."

Community support of teachers provided a level of satisfaction to 53.8% of teachers while 22.3% were dissatisfied. "Support from parents and board" and "support and appreciation from staff and parents" were thoughts shared by teachers reporting satisfaction. Dissatisfaction with this facet led to comments about "disgruntled parents

who don't communicate with you" and the need to "work more on ways to involve parents and community in our school."

Religiously Affiliated Private School

A number of questions addressed factors specific to religiously affiliated private schools and the results of the analyses are presented here. The specific factors are: effectiveness of religious courses, extent to which objectives of the religious organization the school is affiliated with are being attained by the school, job security, teacher/board collective bargaining process, the extent stated values are practiced in the school, and support for teachers in dispute with the school system.

Table 5.8 summarizes the results of teachers' responses in relation to their satisfaction with these facets in the context of religiously affiliated private schools.

The effectiveness of religion courses gave a level of satisfaction to 80.4% of responding teachers while 12.5% were dissatisfied. Teachers attributed satisfaction to this facet when they wrote comments like the "ability to teach the whole child, academically, socially, and spiritually," that a common "religious affiliation allows me to follow the successes of my students as they move on to higher education," and observing "students progress and growth in their faith response." Teachers experiencing dissatisfaction with this facet shared thoughts about "expectations that teachers do all the religious training" and dealing with individuals that have a "lack of inward conviction, traditionalism without experiencing the contents of what we confess and believe as a community."

For the extent to which the objectives of the religious organization the school is affiliated with are being attained, 79.4% of respondents indicated a level of satisfaction and 12.4% indicated dissatisfaction. Satisfied teachers wrote that they experience "encouragement to integrate spiritual concepts/issues into teaching" and there is "respect for religious values by teachers, students and parents." One dissatisfied teacher wrote of "the lack of religious policies being enforced."

Table 5.8

Percentage Frequency Distributions and Overall Means of Responses of Satisfaction of Teachers With Facets of Religiously Affiliated Private Schools

Religiously A. Private School	HD 1 %	MD 2 %	SD 3 %	N 4 %	SS 5 %	MS 6 %	HS 7 %	Mean
Effectiveness of religion courses (n=224)	0.9	3.6	8.0	7.1	11.6	46.4	20.5	5.54
Extent to which the objectives of the religious organization your school is affiliated with are being attained by the school (n=218)	1.4	3.7	7.3	8.3	14.2	42.7	22.5	5.48
Your job security (n=238)	6.3	3.8	8.0	15.1	4.2	17.2	45.4	5.40
Teacher/board collective bargaining process (n=149)	18.1	10.1	12.1	24.8	12.8	14.1	8.1	3.79
Extent stated values are are practiced in the school (n=241)	1.2	5.0	7.1	14.5	17.8	33.2	21.2	5.27
Support for teachers in dispute with their school system (n=142)	12.0	7.7	17.6	28.9	8.5	15.5	9.9	4.00

66.8% of respondent teachers were satisfied with their job security and 18.1% were dissatisfied. As a satisfier this facet did not receive comments. A dissatisfied teacher wrote

> *Since we are non-union there is no job security – decisions seem to be made on the advice of one person who doesn't necessarily have or know the history of the school. Further as board members change there is little understanding of the role teachers and support staff have had and the sacrifices they have made to keep the school alive.*

For the teacher/board collective bargaining process, 34.9% of respondents were satisfied while 40.3% were dissatisfied with this facet. Respondents did not comment on this factor. (Note lower n of 149 for this facet.)

72.2% of teachers felt satisfied with the extent to which stated values are practiced in the school while 13.3% were dissatisfied. Satisfied teachers commented that there are "high expectations of behavior and character" and "excellent support from parents, administration and board." "Disobedient children you're supposed to reform" and "disrespect and poor attitudes of students" are comments submitted by dissatisfied teachers.

For support for teachers in dispute with their school system, 33.8% of respondent teachers indicated satisfaction and 37.3% were dissatisfied. There were no comments from satisfied teachers for this facet. Dissatisfied teachers shared about "politics – like it's not what you know, but who you know" and "there is no where for teachers to go except leave." (Note lower n of 142 for this facet.)

Overall Level of Satisfaction

Table 5.9 summarizes the data provided by teachers' responses as to their overall satisfaction with their job as a teacher.

82.6% of respondents were satisfied and 7.0% were dissatisfied. Teachers who were "moderately satisfied" made up the largest single grouping at 43.8%. The mean response was 5.72, approaching "moderately satisfied" on the 7-point scale. The following are a sampling of teacher comments:

> *The bottom line of teaching at my private _____ school is that I believe God has called me to this ministry. Because it's more than a 'job' (with all the challenges of teaching 17 years at a Junior High level), I really do have a high level of satisfaction! What a great encouragement it always is when former students come back and and tell you how much they appreciated having you as a teacher.*

"A school day that is like symphony – all parts blend and fit to make 'beautiful learning'," "If you are doing what you enjoy … the satisfaction comes from within," "As a first year teacher this job has been sent from God – perfect for me," "I love teaching

and I love to work with kids," and "I do feel blessed to work at my present school and I truly do enjoy the job and the atmosphere."

Table 5.9

Percentage Frequency Distribution and Overall Mean of Responses of Respondents' Overall Level of Satisfaction With Teaching

Overall Level of Satisfaction	HD 1 %	MD 2 %	SD 3 %	N 4 %	SS 5 %	MS 6 %	HS 7 %	Mean
Your overall level of satisfaction with your job as a teacher (n=242)	0.8	1.2	5.0	10.3	11.2	43.8	27.7	5.72

Ranked Mean Responses of Satisfaction With All Facets

Table 5.10 summarizes the responses of teachers' satisfaction for the 55 facets reported. The mean was found by dividing the total of all responses for a facet by the total number of respondents for that facet. Table 5.10 includes the number of respondents, the mean, standard deviation of the mean, and rank order.

There are three facets that had a greater mean than 6.0, indicating the greatest level of satisfaction. These facets were relationships with other teachers (6.27); relationship with the principal (6.17); and trust and confidence the principal has in the teachers (6.15). A sample of comments that speak to the quality of relationships between teachers include: "My colleagues are wonderfully dedicated and visionary," "I have excellent relationships with all the teachers and the principal," and "The wonderful support of the staff; we are like a family."

There were three means that were less than 4.0 (neutral), indicating facets that gave the most dissatisfaction to respondents, level of monetary compensation received for work (3.58); teacher/board collective bargaining process (3.79); and support services available for integrating special needs students (3.93). Many teachers (32) simply wrote the words 'pay' or 'salary' as a top three dissatisfier. One teacher wrote of "society's high expectations of teachers but not wanting to reward teachers financially." Another

Table 5.10

Ranked Order of Mean Satisfaction With Selected Facets

Facets	N	Mean	S.D.	Rank
Your relationships with other teachers	241	6.27	1.15	1
Your relationship with the principal	223	6.17	1.41	2
The trust and confidence the principal has in the teachers	234	6.15	1.30	3
The number of students in my class or classes	242	5.89	1.52	4
Personal support given to teachers by the principal	233	5.88	1.60	5
Your sense of achievement in teaching	244	5.84	1.28	6
Educational leadership of the principal	227	5.76	1.62	7
The prospect of classroom teaching as your lifetime career	234	5.75	1.50	8
Your overall level of satisfaction with your job as a teacher	242	5.72	1.26	9
Clarity of the principal's expectations	229	5.67	1.63	10
Fairness in treatment of all teachers	238	5.64	1.73	11
Intellectual stimulation in your work	243	5.56	1.35	12
The effectiveness of religion courses	224	5.54	1.39	14
Clarity of school goals	243	5.54	1.50	14
Your involvement with decision-making in your school	241	5.54	1.59	14
The extent to which the objectives of the religious organization your school is affiliated with are being attained by the school	218	5.48	1.42	16
General behavior of students in the school	243	5.44	1.46	17.5
The level of recognition of teacher contributions within the school	239	5.44	1.65	17.5
Your job security	238	5.40	1.91	19
Recognition by other teachers in the school of your work	234	5.32	1.49	20

Table 5.10 (continued)

Facets	N	Mean	S.D.	Rank
The extent the stated values are practiced in the school	241	5.27	1.48	21.5
The extent to which you feel that central office administrators are supportive of individual teachers	196	5.27	1.79	21.5
Opportunities to learn from and share with other teachers	242	5.24	1.60	23
Teacher access to professional development activities	243	5.15	1.66	24
The amount of time spent in meetings	243	5.07	1.59	25
Involvement of parents in school activities	244	5.06	1.67	26
Methods used to evaluate teachers	231	5.03	1.60	27
Attitudes of students towards teachers	244	4.99	1.53	28
Time you are expected to spend on extra-curricular activities	230	4.92	1.76	29
Teacher input into your school system policies	235	4.91	1.73	30
The extent to which your school system keeps you informed about matters related to your job	241	4.87	1.80	31
Methods used in selection of school administrators	202	4.83	1.86	32
Availability of useful professional advice	239	4.80	1.66	33
Extent to which staff are granted leave for further studies	179	4.70	1.88	34
The integration of special needs students in the regular classroom	216	4.68	1.71	35
Attitudes of students towards learning	244	4.66	1.5	36
The match between your expectations of your school system and your school system's response	231	4.65	1.54	37.5
Your opportunity for promotion	195	4.65	1.79	37.5
Community support of teachers	238	4.61	1.51	39
Attitude of parents towards education	244	4.59	1.55	40
Community expectations of teachers	236	4.57	1.45	41
Public relations carried out by your school system	227	4.54	1.56	42

Table 5.10 (continued)

Facets	N	Mean	S.D.	Rank
Availability of learning resources to use with your students	243	4.51	1.73	43
Practices used to transfer teachers	95	4.46	1.90	44
The extent to which your school system works to reduce stress for its teachers	241	4.36	1.83	45
Status of schoolteachers in society	242	4.35	1.67	46
The benefit package you are receiving	213	4.31	1.95	47
The way in which consultation between teachers and board is conducted	213	4.29	1.90	48
Attitude of society towards teachers	243	4.26	1.67	49
The extent to which board members understand the problems faced by teachers	236	4.07	1.84	50
Availability of quality technology resources to teachers	244	4.04	1.88	51
Support for teachers in dispute with your school system	142	4.00	1.78	52
Support services available for integrating special needs students	217	3.93	1.94	53
The teacher/board collective bargaining process	149	3.79	1.88	54
Level of monetary compensation you receive for you work	241	3.58	1.97	55
Your overall level of satisfaction with your work as a teacher	242	5.72	1.26	9

teacher commented on "the red tape between board and staff." While a teacher dissatisfied with the conditions for special needs students wrote that there was "not enough support (resources) for children with learning problems."

Written Responses

Respondents wrote almost 2000 comments to questions 56, 57, 58 and 59.

Teacher comments as to factors contributing to overall satisfaction

Presented below are results of the analysis of respondent comments when asked to list up to three factors that contribute most to overall satisfaction in their work as a teacher.

Table 5.11 provides analysis of those factors identified as contributing to overall satisfaction of these teachers. Factors related to student learning, development, achievement, and student relationships with teachers contributed the most to teacher satisfaction (25.5%). Staff collegiality, support and sense of team contributed substanially to respondent teachers' satisfaction (25.1%) comments. Aspects of the job such as; class size, autonomy, opportunity for creativity, skill match, variety, and sense of accomplishment, accounted for a portion of teacher satisfaction (19.2%) written comments. Smaller groupings of comments included the headings parents, community, and society (10.2%); respect and support from administration and school board (9.0%); religious aspects (8.8%); and professional development opportunities (2.2%).

Table 5.11

Frequency and Percentage Frequency Distributions of Written Responses Which Contributed to Overall Job Satisfaction (n=244)

Factors which contributed most to overall satisfaction in your work as a teacher	f	%f
Students	173	25.5%
Staff	170	25.1%
Aspects of the job	130	19.2%
Parents, community, society	69	10.2%
Administration/School board	61	9.0%
Religious	60	8.8%
Professional development	15	2.2%

Note: Respondents were asked to list up to three satisfiers.

Teacher comments as to factors contributing to overall dissatisfaction

The results of the tabulation of comments relating to overall dissatisfaction in their work as teachers are presented in Table 5.12.

Table 5.12

Frequency and Percentage Distributions of Written Responses Which Contributed to Overall Dissatisfaction (n=244)

Factors which contributed most to overall dissatisfaction in your work as a teacher	f	%f
Aspects of the job	376	63.4%
Students	67	11.3%
Administration/School board	48	8.1%
Parents, community, society	48	8.1%
Staff	25	4.2%
Professional Development	14	2.4%
Religious	9	1.5%
Satisfied (no dissatisfiers)	6	1.0%

Note: Respondents were asked to list up to three dissatisfiers.

The largest portion of comments concerning dissatisfaction (63.4%) were for these aspects of the job: salary/benefits, workload, lack of resources, extra-curricular expectations, and lack of preparation time. The remaining dissatisfaction comments were shared among students attitudes and behavior (11.3%); lack of recognition and support from administration and school board (8.1%); failure by parents, community and society to support schools (8.1%); conflict with other staff (4.2%); lack of professional development opportunities (2.4%); frustration with religious aspects of school setting (1.5%); and teachers who indicated that they were satisfied with all factors (1.0%).

Teacher comments as to improving working conditions for teachers

Comments relating to what teachers felt the school or school system can do to improve working conditions for teachers are tabulated in Table 5.13.

The largest grouping related to improving resources (54.8%) with improved salary and benefits, decreased work load, generally more resources, facility and technology needs being the facets that were identified. Improvement for aspects of the job (25.7%) included the facets access to appropriate professional development, smaller class sizes, better communication, and equitable distribution of lowered extra-curricular expectations. A minority (4.3%) of teacher comments indicated they were satisfied with their present school setting; parent/community/society could improve their contributions and attitudes towards schools and teachers (3.8%); student behavior and attitudes could use a positive boost (2.2%); and religious values and attitudes needed improvement (1.1%).

Table 5.13

Frequency and Percentage Frequency Distribution of Responses or Suggestions for Improving Working Conditions for Teachers (n=244)

What do you feel your school or school system can do to improve working conditions for teachers?	f	%f
Resources	245	54.8%
Aspects of the job	115	25.7%
Administration/School board	36	8.1%
Satisfied (no change desired)	19	4.3%
Parents, community, society	17	3.8%
Students	10	2.2%
Religious	5	1.1%

Other comments regarding JS that teachers wished to share

Table 5.14 shares the results of responses as to any other comments regarding job satisfaction they wished to contribute. For aspects of the job such as pay and benefits, workload, politics and policy (32.7%); general comments were mostly about satisfaction (26.6%); administration and board related (12.0%); parents/society (9.9%); students (9.4%); and staff (9.4%).

Table 5.14

Frequency and Percentage Frequency Distributions of Responses to Request for Other Comments Regarding Job Satisfaction

Do you have any other comments regarding job satisfaction?	f	%f
Aspects of the job	63	32.7%
General	51	26.6%
Administration/School board	23	12.0%
Parents, community, society	19	9.9%
Students	18	9.4%
Staff	18	9.4%

Summary

The percentages of responding teachers satisfied with student related facets were as follows: (a) general behavior of students in the school (77.3%); (b) attitudes of students towards learning (57.8%); and (c) attitudes of students towards teachers (53.8%).

The percentages of respondents satisfied with selected facets of teaching workload were as follows: (a) the amount of time spent in meetings (57.2%); (b) time they are expected to spend on extra-curricular activities (57%); (c) integration of special needs students in the regular classroom (53.2%); (d) support services available for integrating special needs students (41.5%); (e) the prospect of classroom teaching as a lifetime career (78.6%); (f) availability of useful professional advice (61.9%); and (g) fairness in treatment of all teachers (74.4%).

The percentages of respondents satisfied with teacher growth facets were as follows: (a) recognition by other teachers in the school of your work (67.9%); (b) the opportunity for promotion (48.2%); (c) intellectual stimulation in a teacher's work (77%); (d) the sense of achievement in teaching (85.7%); (e) opportunities to learn from and share with other teachers (70.7%); (f) extent to which staff are granted leave for further studies (54.2%); (g) extent to which you feel that central office administrators are

supportive of individual teachers (70.4%); and (h) teacher access to professional development activities (68.2%).

The percentages of respondents satisfied with selected school characteristics were as follows: (a) the relationship with other teachers (89.2%); (b) teacher involvement with decision-making in your school (77.6%); (c) level of recognition of teacher contributions within the school (76.6%); and (d) availability of quality technology resources to teachers (42.6%).

The percentages of respondents satisfied with characteristics of administration were as follows: (a) the relationship with the principal (85.2%); (b) clarity of school goals (79.4%); (c) trust and confidence the principal has in the teachers (86.8%); (d) education leadership of the principal (82.8%); (e) clarity of the principal's expectations (80.8%); (f) personal support given to teachers by the principal (82.4%); (g) methods used to evaluate teachers (58.4%); (h) methods used in selection of school administrators (56.4%); (h) level of monetary compensation received (34.9%); and (i) benefit package received (49.8%).

The percentages of respondents satisfied with policy factors of the school, school board and school system were as follows: (a) practices used to transfer teachers (46.3%); (b) availability of learning resources (55.9%); (c) number of students in classes (79.3%); (d) extent school system keeps teachers informed about matters related to their job (58.1%); (e) extent school system works to reduce stress (50.2%); (f) consultation between teachers and board (46.9%); (g) teacher input in school system policies (64.3%); (h) board understands problems faced by teachers (31.1%); (i) match between teacher expectations and school system's response (49.4%); and (j) public relations carried out by school system (52.4%).

The percentages of respondents satisfied with school and community/society were as follows: (a) status of schoolteachers in society (49.6%); (b) attitude of society toward teachers (46.1%); (c) attitude of parents towards education (53.3%); (d) involvement of parents in school activities (65.2%); (e) community expectations of teachers (49.2); and (f) community support of teachers (53.8%).

The percentages of respondents satisfied with selected facets specific to religiously affiliated private schools were as follows: (a) effectiveness of religion courses

(80.4%); (b) extent to which the objectives of the religious organization the school is affiliated with are being attained by the school (79.4%); (c) job security (66.8%); (d) teacher/board collective bargaining process (34.9%); (e) extent stated values are practiced in the school (72.2%); and (f) support for teachers in dispute with their school system (33.8%).

For overall satisfaction with their job as a teacher, 82.6% of teachers were satisfied.

The three facets with the highest levels of satisfaction reported were: (a) relationships with other teachers with a mean of 6.27; (b) relationship with the principal (6.17); and (c) trust and confidence the principal has in the teachers (6.15).

The three facets with the lowest levels of satisfaction were: (a) level of monetary compensation received with a mean of 3.58; (b) teacher/board collective bargaining process (3.79); and (c) support services available for integrating special needs students (3.93).

A review of the written responses relating to satisfaction revealed that the collection of facets related to students were the major source of satisfaction for teachers. Relationships with colleagues, integration of faith and learning, parent involvement and support, administrative support, class size, and a match between teaching assignment and teachers' skills and interests were also satisfiers for respondents.

Written comments regarding dissatisfaction indicated that salary and benefits are the most frequent dissatisfiers. Respondents also experienced dissatisfaction with student attitudes and behaviours, overwhelming workload, lack of resources, administration and school board issues, conflict with parents, and excessive extra-curricular involvement.

Teachers reported that the most satisfying aspects of teaching were relationships with colleagues, administrators, students, and parents. Dissatisfaction in contrast was experienced as a result of the level of pay and benefits, lack of resources and resulting workload, and dealing with students, parents and administration.

CHAPTER 6
PERSONAL VARIABLES AND TEACHER SATISTACTION

This chapter provides the results of responses for specific facets of teacher satisfaction in relation to the selected personal variables sex, age, distance from residence to school where you teach and marital status.

For identifying differences in satisfaction levels for the variables (sex, age, distance from residence to school where your teach and marital status) with the facets of teacher satisfaction, an arbitrary point for substantial mean difference of ≥ 0.5 was chosen.

Sex of Teachers

The level of teacher satisfaction related to sex of the teacher is reported in Table 6.1 (Appendix B). The mean scores for those facets with a substantial difference (≥ 0.5) between means are shown in Table 6.2.

Student Related

For the facet "attitudes of students towards learning" the mean for female teachers was substantially higher than the mean for males (difference = 0.56). A male teacher wrote of dissatisfaction resulting from "dealing with students who have great apathy towards learning."

Administration

The mean for satisfaction with the facet "level of monetary compensation you receive for your work" was substantially higher for male teachers (difference = 0.53). A male teacher writing about satisfying factors wrote of "adequate compensation/benefits to live comfortably." This was one of two comments that indicated salary as a satisfier while 95 comments reported dissatisfaction with salary, pay or monetary compensation and 96 comments indicated that salary, benefits and pension were areas for improvement. Comments like "a teacher's salary is far less than the average teacher in the public or separate school systems" and "The greatest factor in my life is the poor wage and constant pressure to perform because a tuition fee is being paid: therefore being treated like a marketable item."

Table 6.2

Mean Satisfaction Scores for Teachers Grouped by Sex for Facets Where a Substantial Difference (≥0.5) Occurred Between Two Means

	Female			Male		
	N	Mean	s.d.	N	Mean	s.d.
25. Practices used to transfer teachers	64	4.19	1.96	31	5.03	1.66
33. Level of monetary compensation you receive for your work	154	3.40	1.95	85	3.93	1.98
38. The way in which consultation between teachers and board is conducted	138	4.13	1.97	73	4.64	1.72
46. Attitudes of students towards learning	157	4.85	1.56	85	4.29	1.59

Note: For the tables in Chapter 6:
a box made of solid lines around a mean indicates the highest mean for that facet,
a box made of dotted lines around a mean indicates ≥ 0.5 difference with highest mean,
a box made of dotted lines and shaded indicates lowest mean with ≥ 0.5 difference

Policy Factors: School, Board, School System

In reviewing the facet "practices used to transfer teachers" the mean for males was substantially higher with a difference of 0.84. A female teacher commenting about factors contributing to dissatisfaction with work as a teacher wrote, "School boards are allowed to let people go not because a person isn't doing a good job but because they do not believe quite the same as you."

"The way in which consultation between teachers and board is conducted" was a facet where the mean for males was substantially higher (difference = 0.51). A female respondent gave as one of her suggestions for improving working conditions that there be "more informal discussions with board members about the situation at school."

Age of Teachers

The extent of teacher satisfaction in relation to age for all facets is reported in Table 6.3 (Appendix B). The four age groups selected were: (a) under 30 years, (b) 30 - 39 years, (c) 40 – 49 years, and (d) 50 years and older.

In Table 6.4 a summary of the twenty-nine facets with a substantial difference of ≥0.5 between two means is reported.

Student Related

For the facet "attitudes of students towards learning" the mean for teachers 30-39 years old was substantially higher than the mean for 40-49 year olds (difference = 0.52).

Teaching Workload

The means for teachers 50 years or older were substantially higher than the means for teachers under 30 for these facets: "time you are expected to spend on extra-curricular activities" (difference = 1.18); "the integration of special needs students in the regular classroom" (difference = 0.64); "support services available for integrating special needs students" (difference = 0.97); and "the prospect of classroom teaching as your lifetime career" (difference = 0.73). An under 30 year old teacher suggested that there be a "cut back on extra-curricular activities – they are excessive."

Teacher Growth and Accomplishment

The means for teachers 50 years or older were substantially higher than for teachers under 30 years for the facets: "your opportunity for promotion" (difference = 0.84), and "the extent to which you feel that central office administrators are supportive of individual teachers" (difference = 0.51). For the facet "extent to which staff are granted leave for further studies" (difference = 0.61) the mean for 30-39 years was substantially higher than the mean for 40-49 years of age.

School Characteristics

The mean for teachers 50 and over was substantially higher than the mean for under 30 for the facet "availability of quality technology resources to teachers" (difference = 1.44). An under 30 age group teacher reported one of three dissatisfiers as "technology – lack of up to date equipment for staff and students." Another under 30 teacher felt that working conditions could be bettered by "improving technology – our school has started to develop their computer lab but much improvement is necessary." A responding teacher from the 50 and over age group wrote that teachers should "focus on appreciating what we have rather than what we don't have."

Table 6.4

Mean Satisfaction Scores for Teachers Grouped by Age for Facets Where a Substantial Difference (≥0.5) Occurred Between at Least Two Means

	Under 30			30 - 39			40 - 49			50 and over		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
6. Clarity of school goals	52	5.19	1.36	71	5.56	1.65	67	5.58	1.44	50	5.76	1.53
13. Time you are expected to spend on extra-curricular activities	48	4.56	1.82	67	4.93	1.68	66	4.61	1.86	47	5.74	1.45
15. The integration of special needs students in the regular classroom	46	4.48	1.77	65	4.58	1.65	60	4.68	1.67	43	5.12	1.72
16. Support services available for integrating special needs students	49	3.43	2.00	64	3.97	1.81	59	4.03	1.92	42	4.40	2.05
18. Your opportunity for promotion	42	4.29	1.71	57	4.35	1.77	56	4.91	1.73	38	5.13	1.91
21. The prospect of classroom teaching as your lifetime career	50	5.32	1.74	71	5.83	1.24	66	5.74	1.54	44	6.05	1.51
25. Practices used to transfer teachers	21	4.10	1.67	26	3.85	1.71	28	4.82	1.89	19	5.21	2.20
26. Availability of learning resources to use with your students	52	3.94	1.66	72	4.64	1.68	67	4.61	1.76	49	4.92	1.72
27. The number of students in my class or classes	52	5.56	1.76	71	5.73	1.67	66	6.08	1.24	50	6.16	1.31
29. Your job security	50	5.78	1.59	72	5.24	2.02	67	5.33	1.79	46	5.39	2.24
31. Extent to which staff are granted leave for further studies	37	4.54	1.71	52	5.10	1.77	55	4.49	1.93	35	4.63	2.12

Table 6.4 (continued)

	Under 30			30 - 39			40 - 49			50 and over		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
32. The extent to which you feel that central office administrators are supportive of individual teachers	45	5.02	1.95	56	5.30	1.88	52	5.23	1.76	40	5.53	1.55
33. Level of monetary compensation you receive for your work	50	2.94	1.82	72	3.54	1.94	66	3.64	1.99	50	4.28	1.96
34. The benefit package you are receiving	40	3.75	1.94	66	4.36	2.01	60	4.33	1.78	45	4.80	1.96
35. The extent to which your school system keeps you informed about matters related to your job	51	4.43	1.55	72	4.99	1.98	66	4.85	1.74	49	5.27	1.79
36. The extent to which your school system works to reduce stress for its teachers	51	3.96	1.89	72	4.50	1.88	65	4.26	1.68	50	4.74	1.88
37. The teacher/board collective bargaining process	42	3.43	1.67	44	3.68	2.19	40	4.18	1.74	23	3.96	1.85
38. The way in which consultation between teachers and board is conducted	50	3.94	1.78	64	4.28	2.12	54	4.50	1.69	43	4.53	1.92
39 Teacher input into your school system policies	49	4.49	1.70	70	4.89	1.85	63	5.21	1.55	50	5.08	1.76
40. The extent to which board members understand the problems faced by teachers	51	3.63	1.78	71	4.07	2.03	63	4.29	1.67	48	4.29	1.77

Table 6.4 (continued)

	Under 30			30 - 39			40 - 49			50 and over		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
41. The match between your expectations of your school system and your school system's response	52	4.35	1.34	63	4.71	1.65	64	4.72	1.46	50	4.88	1.65
42. Status of schoolteachers in society	52	3.79	1.81	72	4.29	1.72	67	4.45	1.53	48	4.92	1.50
43. Attitude of society towards teachers	52	3.69	1.79	72	4.28	1.72	67	4.27	1.52	49	4.84	1.56
44. Attitude of parents towards education	52	4.37	1.50	72	4.43	1.67	67	4.69	1.54	50	4.94	1.46
46. Attitudes of students towards learning	52	4.58	1.47	72	4.89	1.50	67	4.37	1.70	50	4.74	1.66
47. Community expectations of teachers	50	4.34	1.30	71	4.62	1.51	65	4.43	1.41	47	4.94	1.55
48. Community support of teachers	51	4.39	1.31	71	4.66	1.55	65	4.48	1.58	48	4.92	1.53
50. Availability of quality technology resources to teachers	52	3.44	1.85	72	3.97	1.82	67	4.00	1.83	50	4.88	1.83
54. Support for teachers in dispute with your school system	33	3.48	1.64	42	4.19	1.80	43	4.26	1.92	24	3.92	1.64

Administration

The means for teachers 50 years or older were substantially higher than were the means for teachers under 30 for the facets: "clarity of school goals" (difference = 0.57); "level of monetary compensation you receive for your work" (difference = 1.34); and "the benefit package you are receiving" (difference = 1.05).

Responding teachers under 30 years old reported dissatisfaction with their salary by writing the "$ I get for a day's work is really low" and that teachers at their school "are only paid 70% of public school teachers." A way to improve working conditions given by another under 30 teacher was to "raise salaries to the level of public school teachers so that I don't have to spend my summers working to pay the bills."

Other teachers from the under 30 group shared their dissatisfaction with benefits by telling of "no benefits (none!)" and indicating they "wouldn't mind seeing a better benefits package for teachers to cover some of the high costs of raising a family."

Policy Factors

The mean for teachers 50 years or over was substantially higher than for teachers 30-39 for the facet "practices used to transfer teachers" (difference = 1.36). The mean for teachers 40-49 years was substantially higher than teachers under 30 for the facet "teacher input into your school system policies" (difference = 0.72). The mean for teachers 40-49 and 50 years or over was tied as substantially higher than for teachers under 30 for the facet "the extent to which board members understand the problems faced by teachers" (difference = 0.66). The means for teachers 50 years or over were substantially higher than the means for teachers under 30 years for these facets: "availability of learning resources to use with your students" (difference = 0.98), "the number of students in my class or classes" (difference =0.54), "the extent to which your school system keeps you informed about matters related to your job" (difference = 0.84), "the extent to which your school system works to reduce stress for its teachers" (difference = 0.78), "the way in which consultation between teachers and board is conducted" (difference = 0.59), and "the match between you expectations of your school system and your school system's response" (difference = 0.53).

There is quite a range (1.36) in means for "practices used to transfer teachers", but few comments speak directly to this facet. An under 30 teacher wrote simply that "school

boards are allowed to let people go not because a person isn't doing a good job but because they do not believe quite the same as you."

An under 30 teacher indicated dissatisfaction with learning resources available to use with the students by writing of "limited funding for learning resources."

Community and Society

The means for teachers 50 years or over were substantially higher than were the means for teachers under 30 for the following facets: "status of school teachers in society" (difference = 1.13), "attitude of society towards teachers" (difference = 1.15), "attitude of parents towards education" (difference = 0.57), "community expectations of teachers" (difference = 0.60), and "community support of teachers" (difference = 0.53).

A few comments from under 30 teachers capture some of these teachers' perceptions of status given and attitude towards teachers by society when they wrote "Societal support is so low!" and "The value of teachers in society is an issue we need to address or teachers will continue to leave the field to the detriment of the next generation."

Religiously Affiliated Private School

The mean for teachers under 30 was substantially higher than the mean for teachers 30-39 years for the facet "your job security" (difference = 0.54). The means for teachers 40-49 years were substantially higher than were the means for teachers under 30 for the facets: "the teacher/board collective bargaining process" (difference = 0.75) and "support for teachers in dispute with your school system" (difference = 0.78).

Distance from Residence to School

The extent to which teacher satisfaction is associated with the distance from ones residence to the school where they teach is reported for all facets in Table 6.5 (Appendix B). The distances compared are: (a) one km or less, (b) 2-5 km, (c) 6-15 km, and (d) more than 15 km.

Table 6.6 summarizes the eighteen facets which had means with a substantial difference with another mean for that facet of ≥ 0.5.

Teaching Workload

The means for teachers living one km or less from the school where they teach were substantially higher than the means for teachers living 6-15 km away for the facets:

"the amount of time spent in meetings" (difference = 0.60) and "time you are expected to spend on extra-curricular activities" (difference = 0.66).

The mean for teachers living more than 15 km from the school was substantially higher than the mean for teachers living 2-5 km from the school for the facet "the prospect of classroom teaching as you lifetime career" (difference = 0.50).

Teacher Growth and Accomplishment

The mean for teachers living one km or less from the school was substantially higher than for teachers whose residence was 6-15 km from the school for the facet "your opportunity for promotion" (difference = 0.98).

The mean for teachers living one km or less and 6-15 km from school were tied for being substantially higher than the mean for teachers living more than 15 km from school for the facet "the extent to which you feel that the central office administrators are supportive of individual teachers" (difference = 0.87).

School Characteristics

The mean for teachers living 2-5 km from school was substantially higher than for teachers living more than 15 km from school for the facet "availability of quality technology resources to teachers" (difference = 0.90).

Administration

The mean for teachers whose residence was one km or less from the school was substantially higher than the mean for teachers living 6-15 km from school for the facet "clarity of school goals" (difference = 0.59).

The means for teachers living 2-5 km from school were substantially higher than were the means for teachers living more than 15 km from school for the facets: "methods used in selection of school administrators" (difference = 0.56), "level of monetary compensation you receive for your work" (difference = 0.88), and "the benefit package you are receiving" (difference = 1.04).

Writing about pay scale a teacher living more than 15 km from school shared that "The school system has made some progress this year to get our pay scale more in line with other schools but there is still much room left for improvement." The mean is higher for the 2-5 km from school group but there were still concerns as "Our wages our really low. It's going to be difficult for us to stay and pay off my student loan if it continues."

Table 6.6

Mean Satisfaction for Teachers Grouped by Distance from Residence to School for Facets Where a Substantial Difference (≥0.5) Occurred Between Two Means

	One km or less			2 – 5 km			6 – 15 km			More than 15 km		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
6. Clarity of school goals	37	5.84	1.24	67	5.64	1.25	68	5.25	1.70	67	5.51	1.65
12. The amount of time spent in meetings	37	5.41	1.72	67	5.03	1.39	68	4.81	1.65	67	5.13	1.61
13. Time you are expected to spend on extra-curricular activities	33	5.27	1.81	66	5.02	1.57	66	4.61	1.87	62	4.92	1.81
18. Your opportunity for promotion	25	5.32	1.70	54	4.85	1.77	58	4.34	1.90	55	4.40	1.65
21. The prospect of classroom teaching as your lifetime career	34	5.82	1.38	64	5.55	1.55	68	5.56	1.55	64	6.05	1.46
24. Methods used in selection of school administrators	30	4.73	2.05	56	5.21	1.64	58	4.66	1.91	55	4.65	1.92
25. Practices used to transfer teachers	8	4.50	2.07	27	4.52	1.85	26	4.77	1.88	32	4.06	1.97
26. Availability of learning resources to use with your students	37	4.51	1.77	67	4.90	1.64	68	4.34	1.81	67	4.33	1.68
29. Your job security	35	5.46	1.99	67	5.90	1.51	67	5.25	2.01	65	5.02	2.09
32. The extent to which you feel that central office administrators are supportive of individual teachers	30	5.60	1.79	55	5.33	1.81	52	5.60	1.64	56	4.73	1.85
33. Level of monetary compensation you receive for your work	37	3.73	1.92	67	4.13	1.94	68	3.31	1.99	65	3.25	1.90

Table 6.6 (continued)

	One km or less			2 – 5 km			6 – 15 km			More than 15 km		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
34. The benefit package you are receiving	30	4.53	2.01	59	4.75	1.85	63	4.37	1.89	59	3.71	1.92
35. The extent to which your school system keeps you informed about matters related to your job	37	5.14	1.70	67	5.18	1.62	67	4.81	1.86	66	4.50	1.92
39 Teacher input into your school system policies	33	5.30	1.49	66	5.09	1.64	67	4.73	1.94	65	4.78	1.66
41. The match between your expectations of your school system and your school system's response	37	5.03	1.38	65	4.69	1.49	63	4.60	1.65	62	4.47	1.53
42. Status of schoolteachers in society	37	4.76	1.92	67	4.37	1.57	68	4.35	1.71	67	4.16	1.55
50. Availability of quality technology resources to teachers	37	3.92	1.67	68	4.51	1.86	68	4.04	1.95	67	3.61	1.88
54. Support for teachers in dispute with your school system	20	4.55	1.67	35	4.40	1.82	43	3.72	1.80	42	3.62	1.68

Response scale: 1 = highly dissatisfied, 2 = moderately dissatisfied, 3 = slightly dissatisfied, 4 = normal, 5 = slightly satisfied, 6 = moderately satisfied, 7 = highly satisfied

The comments given relating to benefits as a dissatisfier were concise as illustrated by two from teachers living more than 15 km from school indicate having "no benefit package" and "No benefits (none!)."

Policy Factors

The mean for teachers living 6-15 km from school was substantially higher than the mean for teachers living more than 15 km from the school for the facet "practices used to transfer teachers" (difference = 0.71).

The means for teachers living 2-5 km from school were substantially higher than the means for teachers living > 15 km from school for the facets: "availability of learning resources to use with your students" (difference = 0.57) and "the extent to which your school system keeps you informed about matters related to your job" (difference = 0.68).

The mean for teachers living one km or less from school was substantially higher than was the mean for teachers 6-15 km from school for the facet "teacher input into your school system policies" (difference = 0.57).

The mean for teachers living one km or less from school was substantially higher than the mean for teachers living more than 15 km from school for the facet "the match between your expectations of your school system and your school system's response" (difference = 0.56).

Community and Society

The mean for teachers residing one km or less from the school was substantially higher than the mean for teachers living more than 15 km from school for the facet "status of school teachers in society" (difference = 0.60).

Religiously Affiliated Private School

The mean for teachers living 2-5 km from the school was substantially higher than the mean for teachers living more than 15 km from school for the facet "your job security" (difference = 0.88). An area that the school could improve on for a teacher living more than 15 km from school was simply stated as "job security."

The mean for teachers living one km or less from school was substantially higher than for teachers living more than 15 km from school for the facet "support for teachers in dispute with your school system" (difference = 0.93). A cause of dissatisfaction for one teacher living less than one km from school was a "lack of admin support."

Marital Status

The extent that teacher satisfaction for all facets was associated with marital status is reported in Table 6.7 (Appendix B). The respondents were grouped into four groups as follows: (a) single; (b) married; (c) divorced; and (d) other. The resulting information was not considered substantive enough to report means with $\geq$0.5 difference due to small number of respondents ($n \leq 8$) for the 'divorced' and 'other' groupings.

When comparing the first two groups, 'single' and 'married' there were only two facets that approached the $\geq$0.5 level for mean differences. The mean for married teachers was higher than for single teachers for the "number of students in my class or classes" (difference = 0.49) and the mean for single teachers was higher than the mean for married teachers for the facet "the benefit package you are receiving" (difference = 0.48).

Summary

The information reported in this chapter is further condensed here, to draw attention to the most significant interactions between variables and facets.

Sex of Teachers

Four facets had means with substantial differences ($\geq$0.5) in mean scores between female and male respondents. For one facet, "attitudes of students to learning" (difference = 0.56) the mean for female teachers was higher. For the other three facets the means for male teachers were higher with "practices used to transfer teachers" (difference = 0.84) having the largest difference.

Age of Teachers

There were 29 facets with differences in mean scores of $\geq$0.5 between age groups for a given facet.

For 23 of 29 facets the 50 and over group had substantially higher mean scores. The 50 years and older teachers reported higher levels of satisfaction than 30 years and under teachers for 21 of 23 facets.

The seven facets with means with differences >1.0 are: "time you are expected to spend on extra-curricular activities" (difference = 1.18), "practices used to transfer teachers" (difference = 1.36), "level of monetary compensation for your work" (difference = 1.34), "the benefit package you are receiving (difference = 1.05), "status of school teachers in society" (difference = 1.13), "attitude of society towards teachers"

(difference = 1.15), and "availability of quality technology resources to teachers" (difference = 1.44).

Distance from Residence to School

There were 18 facets where a substantial difference of ≥0.5 was found in mean scores between two groups.

For five of these facets teachers living one km or less from school were substantially more satisfied than teachers living 6-15 km from school. The facet "your opportunity for promotion" (difference = 0.98) had the largest mean separation of these five facets.

Teachers living one km or less from school were substantially (≥0.5) more satisfied than teachers living more than 15 km from school for four facets. The most significant facets were "the extent to which you feel that central office administrators are supportive of individual teachers" (difference = 0.87) and "support for teachers in dispute with your school system" (difference = 0.93).

For six facets the means for teachers living 2-5 km from school were substantially higher (≥0.50) than teachers living more than 15 km from work. Facets such as "your job security" (difference = 0.88), "level of monetary compensation you receive for your work" (difference = 0.88), "the benefit package you are receiving" (difference = 1.04), and "availability of quality technology resources to teachers" (difference = 0.90) had the higher differences.

Marital Status

Martial status had two almost substantial differences, between two of four groups. (See p. 88.)

These findings show differences in satisfaction of teachers in religiously affiliated private schools were highly associated with age, had a moderate association with distance from residence to school and slight association to sex of teacher. Marital status has very limited significance due to low number of respondents for some groups

CHAPTER 7

PROFESSIONAL VARIABLES AND TEACHER SATISAFACTION

This chapter contains the results found from analysis of teacher satisfaction with the individual facets in relation to professional variables. The professional variables include number of students in school, number of students in class, years experience as an educator, years experience in present school, contract status, assignment consistent with training, assignment consistent with experience, sex of principal, and level of formal education.

Size of School

The level of teacher satisfaction related to size of school is reported in Table 7.1 (Appendix C). The groupings of teachers were for those working in schools with 50 or less students, 51 to 100 students, 101 to 200 students, 201 to 300 students, and more than 300 students. Table 7.2 shows the means scores for the facets with a substantial difference ($\geq$0.5) occurring between two means.

Student Related

The means for teachers in schools with 201 to 300 students were substantially higher than for teachers in schools with more than 300 students for the facets "general behavior of students in the school" (difference = 1.06), "attitudes of students towards learning" (difference = 0.77), and "attitudes of students towards teachers" (difference = 1.10).

Teaching Workload

The means for teachers in schools with 51 to 100 students were substantially higher than those for teachers in schools with more than 300 students for the facets "the amount of time spent in meetings" (difference = 1.05) and "time you are expected to spend on extra-curricular activities" (difference = 1.29).

For the facet "support services available for integrating special needs students" teachers in schools of 201 to 300 had a substantially higher mean than teachers in schools of 51 to 100 students (difference = 0.98). Note that for the same facet teachers in schools of 101 to 200 students had a substantially higher mean as well (difference = 0.97).

A substantially higher mean was reported by teachers in schools of 201 to 300 students than teachers in schools of more than 300 students for the facet "the prospect of classroom teaching as your lifetime career" (difference = 0.71).

Teachers in schools of 101 to 200 students had a substantially higher mean than those teachers in schools of more than 300 students for the facet "availability of useful professional advice" (difference = 0.59).

Teacher Growth and Accomplishment

The means for teachers in schools with 51 to 100 students were substantially higher than for teachers in schools with more than 300 students for the facets "intellectual stimulation in your work" (difference = 0.71) and "opportunities to learn from and share with other teachers" (difference = 0.60).

The means for teachers in schools with 201 to 300 students were substantially higher than for teachers in schools with 51 to 100 students for the facets "your opportunity for promotion" (difference = 0.90) and "teacher access to professional development activities" (difference = 0.85). Almost matching the mean for the facet "teacher access to professional development activities" were teachers in schools of 101 to 200 students (difference = 0.84).

Teachers in schools with 201 to 300 students had a substantially higher mean than teachers in schools with more than 300 students for the facet "your sense of achievement in teaching" (difference = 0.64).

Teachers in schools with 201 to 300 students had a substantially higher mean than teachers in schools with 50 or less students for the facet "extent to which staff are granted leave for further study" (difference = 1.29).

School Characteristics

For teachers in schools with 201 to 300 students the means were substantially higher than for teachers in schools with more than 300 students for the facets "your involvement with decision making in your school" (difference = 0.97) and "the level of recognition of teacher contributions within the school" (difference = 0.96).

Teachers in schools with 101 to 200 students had a substantially higher mean than teachers in schools with 51 to 100 students for the facet "your relationship with other teachers" (difference = 0.59).

Table 7.2

Mean Satisfaction Scores for Teachers Grouped by Number of Students in School for Facets where a Substantial Difference (≥0.5) Occurred Between Two Means

	50 or less			51 - 100			101 - 200			201- 300			More than 300		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
1. Your relationships with other teachers	31	6.13	1.28	29	5.83	1.28	105	6.42	0.92	30	6.30	1.39	43	6.33	1.25
2. The effectiveness of religion courses	34	5.79	1.20	23	5.35	1.67	95	5.55	1.37	29	5.97	1.02	40	5.18	1.57
4. Your involvement with decision-making in your school	33	5.73	1.55	29	5.45	1.68	105	5.68	1.44	30	5.90	1.35	42	4.93	1.92
5. General behavior of students in the school	33	5.45	1.42	29	5.10	1.74	105	5.60	1.29	30	5.97	1.45	43	4.91	1.59
6. Clarity of school goals	34	5.41	1.60	29	5.52	1.62	105	5.54	1.28	29	6.45	1.06	43	5.02	1.87
8. The level of recognition of teacher contributions within the school	34	5.26	1.96	28	5.79	1.50	104	5.48	1.68	28	5.86	0.97	42	4.90	1.74
9. Educational leadership of the principal	27	5.81	1.88	27	5.78	1.53	100	5.78	1.55	29	6.21	1.05	42	5.31	1.94
10. Clarity of the principal's expectations	28	5.57	1.83	27	5.48	1.65	100	5.65	1.59	29	6.31	1.07	42	5.45	1.85
11. Personal support given to teachers by the principal	28	5.64	1.85	29	6.14	1.41	101	5.83	1.63	29	6.45	1.09	43	5.56	1.72
12. The amount of time spent in meetings	34	5.06	1.61	29	5.38	1.42	104	5.28	1.52	30	5.07	1.66	43	4.33	1.63

Table 7.2 (continued)

	50 or less			51 - 100			101 - 200			201- 300			More than 300		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
13. Time you are expected to spend on extra-curricular activities	32	5.19	1.42	26	5.27	1.46	101	5.05	1.74	29	5.10	1.80	40	3.98	1.98
14. Methods used to evaluate teachers	28	5.14	1.46	29	5.14	1.71	101	5.02	1.60	29	5.28	1.51	41	4.78	1.65
16. Support services available for integrating special needs students	26	3.62	1.81	28	3.18	1.79	93	4.15	1.96	25	4.16	2.12	42	4.00	1.87
18. Your opportunity for promotion	26	4.46	1.75	24	4.17	1.83	82	4.87	1.79	27	5.07	1.54	34	4.38	1.84
19. Intellectual stimulation in your work	34	5.76	1.05	29	5.90	1.42	104	5.56	1.36	30	5.57	1.07	43	5.19	1.56
20. Your sense of achievement in teaching	34	5.71	1.43	29	6.03	1.40	105	5.89	1.19	30	6.13	0.86	43	5.49	1.53
21. The prospect of classroom teaching as your lifetime career	33	5.48	1.23	28	5.89	1.64	99	5.87	1.47	28	6.11	1.03	43	5.40	1.80
22. The extent to which the objectives of the religious organization your school is affiliated with are being attained by the school	32	5.28	1.40	26	5.38	1.47	94	5.48	1.33	26	6.04	1.40	37	5.32	1.65
23. Availability of useful professional advice	33	4.64	1.85	29	4.90	1.57	102	5.03	1.51	29	4.79	1.66	43	4.44	1.92
25. Practices used to transfer teachers	17	3.88	2.15	12	3.75	1.71	37	4.81	1.49	13	4.62	2.18	16	4.69	2.30
27. The number of students in my class or classes	34	5.59	1.62	29	6.48	0.95	103	5.97	1.41	30	5.90	1.60	43	5.49	1.86
29. Your job security	33	4.82	2.16	28	5.39	2.11	104	5.54	1.79	29	6.00	1.58	41	5.15	2.02

Table 7.2 (continued)

	50 or less			51 - 100			101 - 200			201- 300			More than 300		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
30. Opportunities to learn from and share with other teachers	33	5.06	1.75	29	5.48	1.27	104	5.37	1.53	30	5.37	1.47	43	4.88	1.92
31. Extent to which staff are granted leave for further studies	21	3.90	1.67	20	4.65	1.84	83	4.87	1.79	26	5.19	1.94	28	4.36	2.18
33. Level of monetary compensation you receive for your work	34	3.85	1.86	29	3.14	1.87	104	3.85	1.97	29	3.69	2.21	42	3.02	1.88
34. The benefit package you are receiving	30	4.83	1.66	23	3.65	2.35	97	4.55	1.80	27	4.56	2.12	34	3.62	1.84
35. The extent to which your school system keeps you informed about matters related to your job	34	4.82	1.75	29	3.83	1.91	104	5.16	1.67	30	5.37	1.65	41	4.63	1.92
36. The extent to which your school system works to reduce stress for its teachers	34	4.09	2.09	29	4.69	1.81	104	4.38	1.72	29	4.52	1.77	42	4.33	1.97
37. The teacher/board collective bargaining process	16	3.19	2.04	15	2.80	1.42	68	4.32	1.71	21	4.10	1.92	28	3.18	2.00
38. The way in which consultation between teachers and board is conducted	29	4.10	2.26	24	4.13	1.83	88	4.49	1.74	29	4.66	1.86	40	3.95	2.04

Table 7.2 (continued)

	50 or less			51 - 100			101 - 200			201- 300			More than 300		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
40. The extent to which board members understand the problems faced by teachers	34	3.71	1.99	28	3.93	1.61	99	4.20	1.82	30	4.53	1.72	42	3.88	1.94
41. The match between your expectations of your school system and your school system's response	33	4.67	1.22	29	4.45	1.62	98	4.82	1.49	27	4.96	1.58	41	4.32	1.74
42. Status of schoolteachers in society	33	4.30	1.88	29	4.34	1.82	104	4.49	1.59	30	4.73	1.66	43	3.86	1.57
43. Attitude of society towards teachers	33	4.33	1.96	29	4.14	1.77	105	4.42	1.63	30	4.60	1.67	43	3.74	1.43
44. Attitude of parents towards education	34	4.47	1.50	29	4.59	1.62	105	4.71	1.48	30	5.10	1.58	43	4.07	1.65
45. Involvement of parents in school activities	34	4.79	1.72	29	4.55	2.01	105	5.17	1.59	30	5.70	1.42	43	5.00	1.68
46. Attitudes of students towards learning	34	4.71	1.38	29	4.66	2.09	105	4.67	1.50	30	5.07	1.51	43	4.30	1.67
47. Community expectations of teachers	31	4.26	1.44	28	4.29	1.78	101	4.86	1.22	30	5.13	1.38	43	3.98	1.55
48. Community support of teachers	32	4.44	1.61	28	4.07	1.63	102	4.82	1.37	30	5.13	1.53	43	4.21	1.54
49. Attitudes of students towards teachers	34	5.06	1.23	29	4.90	2.02	105	5.00	1.45	30	5.63	1.25	43	4.53	1.64

Table 7.2 (continued)

	50 or less			51 - 100			101 - 200			201- 300			More than 300		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
50. Availability of quality technology resources to teachers	34	4.15	1.89	29	3.28	1.81	105	4.18	1.73	30	4.43	2.30	43	3.86	1.88
51. The extent stated values are practiced in the school	34	5.03	1.31	28	5.29	1.72	104	5.28	1.40	30	5.87	1.36	42	5.05	1.67
52. Teacher access to professional development activities	34	4.68	1.74	29	4.55	1.92	105	5.39	1.52	30	5.40	1.79	42	5.24	1.53
53. Public relations carried out by your school system	32	3.91	1.71	26	4.31	1.69	99	4.79	1.41	29	4.90	1.50	39	4.36	1.65
54. Support for teachers in dispute with your school system	19	4.26	1.63	19	4.47	1.61	61	4.25	1.74	17	3.76	2.11	26	3.04	1.64
55. Your overall level of satisfaction with your job as a teacher	33	5.58	1.25	28	5.54	1.40	105	5.78	1.30	30	6.13	0.97	43	5.51	1.20

Response scale: 1 = highly dissatisfied, 2 = moderately dissatisfied, 3 = slightly dissatisfied, 4 = normal, 5 = slightly satisfied, 6 = moderately satisfied, 7 = highly satisfied

Note regarding Boxes and Shading in tables in Chapter 7:

black line box around mean = highest mean for a facet
dotted line box around mean = mean with ≥0.5 or greater difference with highest mean for a facet
dotted line box and shading around mean = lowest mean with ≥0.5 or greater difference for a facet
dotted line box and lighter shading around mean = a mean very close in value to lowest mean for a facet
black line above and below a mean = a mean very close in value to the highest mean for a facet

The mean for teachers in schools with 201 to 300 students was substantially higher than for teachers in schools with 51 to 100 students for the facet "availability of quality technology resources to teachers" (difference = 1.15).

Administration

The means for teachers in schools with 201 to 300 students were substantially higher than for teachers in schools with more than 300 students for the following facets: "clarity of school goals" (difference = 1.43), "educational leadership of the principal" (difference = 0.90), "clarity of the principal's expectations" (difference = 0.86), "personal support given to teachers by the principal" (difference = 0.89), and "methods used to evaluate teachers" (difference = 0.50).

Teachers in schools with 101 to 200 students had a substantially higher mean than teachers in schools with more than 300 students for the facet "level of monetary compensation you receive for your work" (difference = 0.83).

The teachers in schools with less than 50 students had a substantially higher mean than teachers in schools with more than 300 students for the facet "the benefit package you are receiving" (difference = 1.21).

Policy Factors

The means for teachers in schools with 201 to 300 students were substantially higher than the means for teachers in schools with more than 300 students for the facets "the way in which consultation between teachers and board is conducted" (difference = 0.71) and "the match between your expectations of your school system and your school system's response" (difference = 0.64).

Teachers in schools with 201 to 300 students had means substantially higher than teachers in schools with less than 50 students for the facets "the extent to which board members understand the problems faced by teachers" (difference = 0.82) and "public relations carried out by your school system" (difference = 0.99).

The teachers in schools with 201 to 300 students had a mean substantially higher than teachers in schools with 51 to 100 students for the facet "the extent to which your school system keeps you informed about matters related to your job" (difference = 1.54).

The mean for teachers in schools with 51 to 100 students was substantially higher than for teachers in schools with more than 300 students for the facet "the number of students in my class or classes" (difference = 0.99).

Teachers in schools with 51 to 100 students had a mean substantially higher than teachers in schools with 50 or less students for the facet "the extent to which your school system works to reduce stress for its teachers" (difference = 0.60).

The mean for teachers in schools with 101 to 200 students was substantially higher than for teachers in schools with 51 to 100 students for the facet "practices used to transfer teachers" (difference = 1.06).

Community and Society

The means for teachers in schools with 201 to 300 students were substantially higher than for teachers in schools with more than 300 students for the following facets: "status of school teachers in society" (difference = 0.87), "attitude of society towards teachers" (difference = 0.86), "attitude of parents towards education" (difference = 1.03), and "community expectations of teachers" (difference = 1.15).

Teachers in schools with 201 to 300 students had substantially higher means than teachers in schools with 51 to 100 students for the facets "involvement of parents in school activities" (difference = 1.15) and "community support for teachers" (difference = 1.06).

Religiously Affiliated Private School

The means for teachers in schools with 201 to 300 students were substantially higher than for teachers in schools with less than 50 students for the following facets: "the extent to which the objectives of the religious organization your school is affiliated with are being attained by the school" (difference = 0.76), "your job security" (difference = 1.18), and "the extent stated values are practiced in the school" (difference = 0.84).

Teachers in schools with 201 to 300 students had substantially higher means than teachers in schools with more than 300 students for the facets "the effectiveness of religious courses" (difference = 0.79) and "your overall level of satisfaction" (difference = 0.62).

The teachers in schools with 101 to 200 students had a mean substantially higher than teachers in schools with 51 to 100 students for the facet "the teacher/board collective bargaining process" (difference = 1.52). (Note lower n than other facets.)

The mean for teachers in schools with 51 to 100 students was substantially higher than for teachers in schools with more than 300 students for the facet " support for teachers in dispute with your school system" (difference = 1.43). (Note lower n.)

Class Size

The extent to which teacher satisfaction is associated with the number of students in their class or classes is summarized in Table 7.3 (Appendix C). The class size groupings used were: 15 students or less, 16 to 20 students, 21 to 25 students, and 26 or more students. Table 7.4 includes the 23 facets, which had substantial differences ($\geq$0.5) between means.

Student Related

Teachers with class sizes of 21 to 25 students had means substantially higher than teachers with class sizes of 26 or more students for the following facets: "general behavior of students in the school" (difference = 1.07), "attitudes of students towards learning" (difference = 0.86), and "attitudes of students towards teachers" (difference = 1.44). (Note: teachers of 16 to 20 students had almost as great a difference of 1.43 for the facet "attitudes of students towards teachers".)

Teaching Workload

Satisfaction means for teachers with 16 to 20 students in class was substantially higher than for teachers with 26 or more students for the facets "the amount of time spent in meetings" (difference = 0.58) and "the prospect of classroom teaching as your lifetime career" (difference = 0.51).

Teachers with 15 or less students had a mean substantially higher than teachers with 26 or more students for the facet "time you are expected to spend on extra-curricular activities" (difference = 0.68).

This relationship was reversed for the facet "support services available for integrating special needs students" (difference = 0.54) teachers with 26 or more students had a substantially higher mean than did teachers with 15 students or less.

Table 7.4

Mean Satisfaction Scores for Teachers Grouped by Class Size for Facets where a Substantial Difference (≥0.5) Occurred Between Two Means

	15 or less			16 - 20			21 - 25			26 or more		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
1. Your relationships with other teachers	79	6.18	1.21	68	6.32	1.15	49	6.63	0.81	39	5.97	1.29
5. General behavior of students in the school	81	5.53	1.44	68	5.56	1.46	49	5.71	1.19	39	4.64	1.68
6. Clarity of school goals	81	5.58	1.47	68	5.57	1.53	49	5.65	1.41	39	5.13	1.69
8. The level of recognition of teacher contributions within the school	81	5.47	1.76	67	5.55	1.59	46	5.46	1.46	39	5.00	1.81
9. Educational leadership of the principal	73	5.78	1.69	63	5.73	1.73	47	6.17	1.11	39	5.18	1.75
10. Clarity of the principal's expectations	73	5.52	1.75	64	5.69	1.74	47	6.06	1.26	39	5.38	1.62
11. Personal support given to teachers by the principal	76	5.76	1.69	65	5.86	1.66	47	6.40	1.08	39	5.49	1.79
12. The amount of time spent in meetings	80	5.05	1.75	69	5.30	1.52	49	5.04	1.37	39	4.72	1.64
13. Time you are expected to spend on extra-curricular activities	76	5.12	1.67	65	5.05	1.80	49	4.78	1.76	36	4.44	1.93
16. Support services available for integrating special needs students	68	3.76	1.74	58	3.83	2.16	48	3.96	2.00	37	4.30	1.88

Table 7.4 (continued)

	15 or less			16 - 20			21 - 25			26 or more		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
21. The prospect of classroom teaching as your lifetime career	78	5.76	1.39	68	5.94	1.51	47	5.62	1.61	35	5.43	1.63
22. The extent to which the objectives of the religious organization your school is affiliated with are being attained by the school	68	5.47	1.40	64	5.48	1.53	44	5.75	1.16	36	5.17	1.59
24. Methods used in selection of school administrators	69	4.67	1.91	57	4.68	1.89	40	5.33	1.61	31	4.84	2.07
25. Practices used to transfer teachers	33	4.27	2.05	30	4.03	2.03	16	5.06	1.53	15	5.00	1.51
27. The number of students in my class or classes	80	6.28	1.24	69	6.16	1.18	49	5.94	1.42	38	4.39	1.91
29. Your job security	76	5.13	2.16	69	5.55	1.91	49	5.78	1.54	38	5.24	1.85
30. Opportunities to learn from and share with other teachers	81	5.25	1.58	68	5.32	1.55	49	5.41	1.62	38	4.87	1.76
31. Extent to which staff are granted leave for further studies	53	4.66	1.83	52	4.65	1.93	40	5.08	1.82	30	4.33	2.02
34. The benefit package you are receiving	69	4.07	2.15	64	4.64	1.79	42	4.60	1.80	33	3.88	1.92
46. Attitudes of students towards learning	81	4.77	1.58	69	4.78	1.63	49	4.86	1.29	39	4.00	1.85

Table 7.4 (continued)

	15 or less			16 - 20			21 - 25			26 or more		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
49. Attitudes of students towards teachers	81	5.10	1.57	69	5.28	1.44	49	5.29	1.24	39	3.85	1.50
52. Teacher access to professional development activities	81	4.74	1.78	68	5.46	1.59	49	5.51	1.52	39	5.05	1.57
53. Public relations carried out by your school system	74	4.32	1.57	66	4.59	1.69	47	4.85	1.35	36	4.44	1.56

Response scale: 1 = highly dissatisfied, 2 = moderately dissatisfied, 3 = slightly dissatisfied, 4 = normal, 5 = slightly satisfied, 6 = moderately satisfied, 7 = highly satisfied

Teacher Growth and Accomplishment

Teachers with 21 to 25 students had means substantially higher than teachers with 26 or more students for the facets "opportunities to learn from and share with other teachers" (difference = 0.54) and "extent to which staff are granted leave for further studies" (difference = 0.75).

The mean for teachers with 21 to 25 students was substantially higher than for teachers with 15 or less students for the facet "teacher access to professional development activities" (difference = 0.77).

School Characteristics

For teachers with 21 to 25 students the mean was substantially higher than for teachers with 26 or more students for the facet "your relationships with other teachers" (difference = 0.66).

Teachers with 16 to 20 students had a substantially higher mean than teachers with 26 or more students for the facet "the level of recognition of teacher contributions within the school" (difference = 0.55).

Administration

The teachers with 21 to 25 students in class had substantially higher means than teachers with 26 or more students for the facets: "clarity of school goals" (difference = 0.52), "educational leadership of the principal" (difference = 0.99), "clarity of the principal's expectations" (difference = 0.68), and "personal support given to teachers by the principal" (difference = 0.91).

Teachers with 21 to 25 students had a mean substantially higher than teachers with 15 or less students (difference = 0.66) and teachers with 16 to 20 students (difference = 0.65) for the facet "methods used in selection of school administrators".

The mean for teachers with 16 to 20 students was substantially higher than for teachers with 26 or more students for the facet "the benefit package you are receiving" (difference = 0.76).

Policy Factors

Teachers with 21 to 25 students had a mean substantially higher than did teachers with 16 to 20 students for the facet "practices used to transfer teachers" (difference = 1.03).

The mean for teachers with 15 or less students in class was substantially higher than the mean for teachers with 26 or more students for the facet "the number of students in my class or classes" (difference = 1.89).

The teachers with 21 to 25 students had a mean substantially higher than teachers with 15 or less students for the facet "public relations carried out by your school system" (difference = 0.52).

Religiously Affiliated Private School

The mean for teachers with 21 to 25 students was substantially higher than for teachers with 26 or more students for the facet "the extent to which the objectives of the religious organization your school is affiliated with are being attained by the school" (difference = 0.58).

Teachers with 21 to 25 students had a substantially higher mean than teachers with 15 students or less for the facet "your job security" (difference = 0.65).

Total Years of Teaching Experience

The level of teacher satisfaction as it relates to years of teaching experience and each facet is reported in Table 7.5 (Appendix C). The teachers were grouped for teaching experience as follows: 1 to 5 years, 6 to 10 years, 11 to 15 years, and more than 15 years.

Table 7.6 shows the mean scores for the 32 facets with a substantial difference of $\geq$0.5 occurring between two means.

Teaching Workload

Teachers with more than 15 years experience had substantially higher means than teachers with 6 to 10 years experience for the facets: "the amount of time spent in meetings" (difference = 0.99), "time you are expected to spend on extra-curricular activities" (difference = 0.98), "the integration of special needs students in the regular classroom" (difference = 0.69), and "the prospect of classroom teaching as your lifetime career" (difference = 0.70).

The mean for teachers with more than 15 years experience was substantially higher than for teachers with 1 to 5 years experience for the facet "support services available for integrating special needs students" (difference = 0.77).

Table 7.6

Mean Satisfaction Scores for Teachers Grouped by Total Number of Years of Experience for Facets Where a Substantial Difference (≥0.5) Occurred between Two Means

	1 – 5 years			6 – 10 years			11 – 15 years			More than 15 years		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
3. Your relationship with the principal	74	6.45	1.10	54	6.09	1.43	41	5.88	1.62	49	6.16	1.59
6. Clarity of school goals	77	5.29	1.43	58	5.50	1.76	47	5.79	1.38	56	5.71	1.34
7. The trust and confidence the principal has in the teachers	74	6.35	1.09	57	6.14	1.32	44	5.84	1.45	54	6.15	1.42
9. Educational leadership of the principal	74	6.03	1.24	55	5.67	1.84	42	5.40	1.71	52	5.77	1.71
10. Clarity of the principal's expectations	74	5.80	1.35	57	5.72	1.74	42	5.29	1.76	51	5.78	1.70
11. Personal support given to teachers by the principal	75	5.95	1.47	56	5.95	1.58	43	5.44	1.74	54	6.06	1.64
12. The amount of time spent in meetings	77	5.04	1.53	57	4.56	1.61	48	5.13	1.51	56	5.55	1.52
13. Time you are expected to spend on extra-curricular activities	72	4.67	1.82	54	4.61	1.90	46	4.83	1.68	54	5.59	1.46
15. The integration of special needs students in the regular classroom	68	4.65	1.69	51	4.47	1.93	43	4.49	1.49	49	5.16	1.60
16. Support services available for integrating special needs students	71	3.54	1.92	50	3.84	2.00	41	4.24	1.77	51	4.31	1.99

Table 7.6 (continued)

	1 – 5 years			6 – 10 years			11 – 15 years			More than 15 years		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
18. Your opportunity for promotion	61	4.26	1.76	46	4.76	1.85	43	4.51	1.86	42	5.29	1.49
21. The prospect of classroom teaching as your lifetime career	74	5.68	1.54	56	5.38	1.67	46	5.85	1.44	53	6.08	1.30
24. Methods used in selection of school administrators	62	4.97	1.85	49	4.71	1.80	39	4.46	2.17	48	5.10	1.68
25. Practices used to transfer teachers	29	4.00	1.75	17	4.53	1.55	20	3.90	2.10	27	5.15	1.90
26. Availability of learning resources to use with your students	77	4.06	1.79	58	4.24	1.61	47	4.91	1.47	56	5.13	1.77
32. The extent to which you feel that central office administrators are supportive of individual teachers	64	5.00	2.00	51	5.25	1.74	34	5.32	1.68	43	5.60	1.62
33. Level of monetary compensation you receive for your work	75	3.28	1.84	57	3.04	1.90	48	3.77	1.99	56	4.38	1.92
34. The benefit package you are receiving	62	4.05	1.98	50	3.80	1.96	46	4.41	1.86	52	5.10	1.73
35. The extent to which your school system keeps you informed about matters related to your job	76	4.47	1.73	57	4.68	1.76	48	5.19	1.88	55	5.42	1.67
36. The extent to which your school system works to reduce stress for its teachers	75	4.05	1.94	58	4.24	1.88	48	4.56	1.76	55	4.82	1.62

Table 7.6 (continued)

	1 – 5 years			6 – 10 years			11 – 15 years			More than 15 years		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
37. The teacher/board collective bargaining process	51	3.47	1.74	40	3.50	1.93	30	4.37	2.14	27	4.11	1.67
38. The way in which consultation between teachers and board is conducted	68	4.10	1.79	55	4.00	2.05	40	4.53	2.05	45	4.87	1.62
39 Teacher input into your school system policies	72	4.76	1.60	58	4.55	1.91	46	5.28	1.59	54	5.28	1.64
40. The extent to which board members understand the problems faced by teachers	74	3.61	1.83	57	4.05	1.90	47	4.30	1.86	53	4.55	1.60
41. The match between your expectations of your school system and your school system's response	74	4.50	1.32	55	4.51	1.62	43	4.60	1.77	54	5.09	1.47
42. Status of schoolteachers in society	77	3.90	1.79	58	4.10	1.63	48	4.73	1.62	54	4.91	1.39
43. Attitude of society towards teachers	77	3.86	1.71	58	3.97	1.74	48	4.75	1.59	55	4.71	1.47
45. Involvement of parents in school activities	77	4.91	1.63	58	5.02	1.76	48	5.44	1.62	56	5.11	1.67
47. Community expectations of teachers	73	4.23	1.42	57	4.53	1.63	46	4.93	1.37	55	4.78	1.33

Table 7.6 (continued)

	1 – 5 years			6 – 10 years			11 – 15 years			More than 15 years		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
48. Community support of teachers	74	4.36	1.38	57	4.56	1.74	47	4.70	1.49	55	4.91	1.46
50. Availability of quality technology resources to teachers	77	3.52	1.92	58	3.84	1.92	48	4.27	1.73	56	4.73	1.69
54. Support for teachers in dispute with your school system	43	3.72	1.72	38	4.13	1.79	28	3.75	1.90	31	4.55	1.67

Response scale: 1 = highly dissatisfied, 2 = moderately dissatisfied, 3 = slightly dissatisfied, 4 = normal, 5 = slightly satisfied, 6 = moderately satisfied, 7 = highly satisfied

Teacher Growth and Accomplishment

The means for teachers with more than 15 years experience were substantially higher than for teachers with 1 to 5 years experience for the facets "your opportunity for promotion" (difference = 0.97) and "the extent to which you feel that central office administrators are supportive of individual teachers" (difference = 0.60).

School Characteristics

Teachers with more than 15 years experience had a substantially higher mean than teachers with 1 to 5 years experience for the facet "availability of quality technology resources to teachers" (difference = 1.21).

Administration

Teachers with 1 to 5 years experience had a substantially higher mean than teachers with 11 to 15 years experience for the facets: "your relationship with the principal" (difference = 0.57), "the trust and confidence the principal has in the teachers" (difference = 0.51), "educational leadership of the principal" (difference = 0.63), and "clarity of the principal's expectations" (difference = 0.51).

The mean for teachers with more than 15 years experience was substantially higher than teachers with 6 to 10 years experience for the facets "level of monetary compensation you receive for your work" (difference = 1.34) and "the benefit package you are receiving" (difference = 1.30).

The teachers with more than 15 years experience had a higher mean than teachers with 11 to 15 years experience for the facets "personal support given to teachers by the principal" (difference = 0.62) and "methods used in selection of school administrators" (difference = 0.54).

Teachers with 11 to 15 years experience had a higher mean than teachers with 1 to 5 years experience for the facet "clarity of school goals" (difference = 0.50).

Policy Factors

The mean for teachers with more than 15 years experience was substantially higher than for teachers with 1 to 5 years experience for the facets: "availability of learning resources to use with your students" (difference = 1.07), "the extent to which your school system keeps you informed about matters related to your job" (difference = 0.95), "the extent to which your school system works to reduce stress for its teachers"

(difference = 0.77), "the extent to which board members understand the problems faced by teachers" (difference = 0.94), and "the match between your expectations of your school system and your school system's response" (difference = 0.59).

Teachers with more than 15 years experience had a substantially higher mean than teachers with 11 to 15 years experience for the facet "practices used to transfer teachers" (difference = 1.25).

Teachers with more than 15 years experience had a substantially higher mean than teachers with 6 to 10 years experience for the facet "the way in which consultation between teachers and board is conducted" (difference = 0.87).

The teachers with 11 to 15 years and more than 15 years experience were tied for the mean that was substantially higher than that of teachers with 6 to 10 years experience for the facet "teacher input into your school system policies" (difference = 0.73).

Community and Society

The means for teachers with 11 to 15 years experience were substantially higher than teachers with 1 to 5 years experience for the facets: "attitude of society towards teachers" (difference = 0.89), "involvement of parents in school activities" (difference = 0.53), and "community expectations of teachers" (difference = 0.70).

Teachers with more than 15 years experience had substantially higher means than teachers with 1 to 5 years experience for the facets "status of school teachers in society" (difference = 1.01) and "community support for teachers" (difference =0.55).

Religiously Affiliated Private School

The mean for teachers with 11 to 15 years experience was substantially higher than teachers with 1 to 5 years experience for the facet "the teacher/board collective bargaining process" (difference = 0.90).

Teachers with more than 15 years experience had a substantially higher mean than teachers with 1 to 5 years experience for the facet "support for teachers in dispute with your school system" (difference = 0.83).

Years Experience Teaching in Present School

The level of teacher satisfaction as it relates to years experience teaching in present school is reported in Table 7.7 (Appendix C). To facilitate comparison the teachers were grouped in the following experience groups: (a) 1year, (b) 2 years, (c) 3-5

years, (d) 6-10 years, and (e) 11 or more years. Table 7.8 shows the mean scores for the facets with a substantial difference (≥0.5) between means.

Student Related

The teachers with 6-10 years experience in their present schools had means substantially higher than did teachers with 2 years in their present schools for the facets: "general behaviour of students in the school" (difference = 0.70), "attitudes of students towards learning" (difference = 0.74), and "attitudes of students towards teachers" (difference = 0.96).

Teaching Workload

Teachers with 11 or more years experience in their current schools had substantially higher means than teachers with 1 year at their current schools for the facets: "amount of time spent in meetings" (difference = 1.23), "time you are expected to spend on extra-curricular activities" (difference = 1.20), integration of special needs students in the regular classroom" (difference = 1.06), and "support services available for integrating special needs students" (difference = 1.63).

The mean for teachers with 11 years or more experience in their present schools was substantially higher than for teachers with 2 years at their present schools for the facet "the prospect of classroom teaching as your lifetime career" (difference = 0.86).

The teachers with 11 or more years experience at their current schools had a substantially higher mean than teachers with 2 years experience at their current schools for the facet "fairness in treatment of all teachers" (difference = 0.50).

Teacher Growth and Accomplishment

The means for teachers with 3-5 years experience in their current schools were substantially higher than for teachers with 1 year of experience in their current schools for the facets "recognition by other teachers in the school of your work" (difference = 0.76) and "the extent to which you feel that central office administrators are supportive of individual teachers" (difference = 1.11).

The teachers with 11 or more years experience in their present schools had substantially higher means than teachers with 2 years experience in their present schools for the facets "your opportunity for promotion" (difference = 1.39) and "teacher access to professional development activities" (difference = 1.01).

Teachers with 11 or more years experience in their present schools had means substantially higher than teachers with 1 year of experience in their present schools for the facets "intellectual stimulation in your work" (difference = 0.65) and "extent to which staff are granted leave for further study" (difference = 1.10).

The mean for teachers with 6-10 years experience in their present schools was substantially higher than for teachers with 2 years experience in their present schools for the facet "your sense of achievement in teaching" (difference = 0.93).

Teachers with 3-5 years experience in their current schools had a substantially higher mean than teachers with 2 years experience in their current schools for the facet "opportunities to learn from and share with other teachers" (difference = 0.94).

School Characteristics

The means for teachers with 3-5 years experience in their current schools were substantially higher than for teachers with 2 years experience in their current schools for the facets "your involvement with decision-making in your school" (difference = 1.19) and "the level of recognition of teacher contributions within the school" (difference = 0.63).

Teachers with 11 or more years experience in their present schools had a substantially higher mean than teachers with 1 year in their present schools for the facet "availability of quality technology resources to teachers" (difference = 1.54).

Administration

The means for teachers with 3-5 years experience in their present schools were substantially higher than for teachers with 2 years experience in their present schools for the following facets: "your relationship with your principal" (difference =0.86), "the trust and confidence the principal has in the teachers" (difference = 0.87), "educational leadership of the principal" (difference = 1.07), "clarity of the principal's expectations (difference = 1.24), "personal support given to teachers by the principal" (difference = 0.95), and "methods used in selection of school administrators" (difference = 0.87).

Teachers with 11 or more years experience in their present schools had substantially higher means than teachers with 1 year in their present schools for the facets "methods used to evaluate teachers" (difference = 0.73) and "level of monetary compensation you receive for your work" (difference = 1.37).

The mean for teachers with 11 or more years experience in their present schools was substantially higher than for teachers with 2 years experience in their present schools for the facet "clarity of school goals" (difference = 0.79).

Teachers with 11 or more years experience in their present schools had a substantially higher mean than teachers with 3-5 years experience in their present schools for the facet "the benefit package you are receiving" (difference = 1.46).

Policy Factors

The means for teachers with 11 or more years experience in their present schools were substantially higher than for teachers with 1 year of experience in their present schools for the facets: "availability of learning resources to use with your students" (difference = 1.31), "the number of students in my class or classes" (difference = 0.57), "the extent to which your school system keeps you informed about matters related to your job" (difference = 1.50), "the extent to which your school system works to reduce stress for its teachers" (difference = 1.14), and "public relations carried out by your school system" (difference = 0.95).

Teachers with 11 or more years experience in their present schools had substantially higher means than teachers with 2 years experience in their present schools for the facets: "practices used to transfer teachers" (difference = 0.81), " teacher input into your school system policies" (difference = 1.27), and "the match between your expectations of your school system and your school system's response" (difference = 0.90).

The mean for teachers with 11 or more years in their present schools was substantially higher than for teachers with 1 year and 2 years of experience in their present schools for the facet "the way in which consultation between teachers and board is conducted" (difference = 1.37).

The teachers with 6-10 years experience in their current schools had a substantially higher mean than teachers with 2 years experience in their current schools for the facet "the extent to which board members understand the problems faced by teachers" (difference = 1.08).

Table 7.8

Mean Satisfaction Scores for Teachers Grouped by Years of Experience in Present School for Facets Where a Substantial Difference (≥0.5) Occurred Between Two Means

	1 year			2 years			3-5 years			6-10 years			11 or more years		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
2. The effectiveness of religion courses	38	5.42	1.45	32	5.03	1.75	41	5.73	1.03	56	5.84	1.28	33	5.52	1.39
3. Your relationship with the principal	41	6.22	1.33	30	5.77	1.79	41	6.63	0.73	56	6.25	1.34	30	6.00	1.74
4. Your involvement with decision-making in your school	42	5.40	1.59	33	4.79	2.06	46	5.98	1.27	61	5.72	1.38	34	5.97	1.42
5. General behavior of students in the school	42	5.45	1.23	33	5.00	1.87	46	5.52	1.47	61	5.70	1.24	35	5.51	1.63
6. Clarity of school goals	43	5.37	1.35	33	5.15	1.86	46	5.57	1.38	60	5.83	1.60	35	5.94	1.11
7. The trust and confidence the principal has in the teachers	42	6.14	1.26	31	5.68	1.68	44	6.55	0.76	60	6.25	1.23	32	6.19	1.35
8. The level of recognition of teacher contributions within the school	43	5.21	1.63	33	5.15	1.95	45	5.78	1.43	59	5.64	1.63	33	5.61	1.39

Table 7.8 (continued)

	1 year			2 years			3-5 years			6-10 years			11 or more years		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
9. Educational leadership of the principal	41	5.93	1.46	31	5.10	2.21	42	6.17	0.91	57	5.88	1.63	31	5.61	1.63
10. Clarity of the principal's expectations	42	5.76	1.48	31	4.97	2.20	43	6.21	0.89	56	5.86	1.65	31	5.52	1.59
11. Personal support given to teachers by the principal	42	5.76	1.61	32	5.31	2.16	43	6.26	1.07	59	5.98	1.56	32	6.19	1.28
12. The amount of time spent in meetings	43	4.51	1.33	33	4.73	1.91	45	5.31	1.43	61	5.23	1.55	35	5.74	1.34
13. Time you are expected to spend on extra-curricular activities	41	4.24	1.67	31	4.48	1.95	44	5.11	1.74	58	5.22	1.81	32	5.44	1.68
14. Methods used to evaluate teachers	41	4.71	1.50	30	4.77	1.68	46	5.24	1.66	56	5.21	1.67	32	5.44	1.29
15. The integration of special needs students in the regular classroom	33	3.97	1.74	30	4.70	1.80	42	4.98	1.55	55	4.76	1.76	33	5.03	1.53
16. Support services available for integrating special needs students	34	3.03	1.83	32	4.00	1.72	42	3.88	1.93	55	4.05	1.98	32	4.66	1.89

Table 7.8 (continued)

	1 year			2 years			3-5 years			6-10 years			11 or more years		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
17. Recognition by other teachers in the school of your work	40	4.83	1.41	32	5.25	1.59	44	5.59	1.42	59	5.44	1.58	35	5.51	1.56
18. Your opportunity for promotion	31	4.10	1.49	28	4.00	1.74	38	4.84	1.95	50	4.80	1.82	28	5.39	1.57
19. Intellectual stimulation in your work	42	5.26	1.31	33	5.33	1.71	46	5.70	1.31	61	5.64	1.38	35	5.91	0.98
20. Your sense of achievement in teaching	43	5.56	1.22	33	5.27	1.70	46	5.83	1.10	61	6.21	1.13	35	6.14	1.17
21. The prospect of classroom teaching as your lifetime career	41	5.80	1.38	30	5.17	1.82	44	5.59	1.50	61	6.00	1.47	34	6.03	1.34
22. The extent to which the objectives of the religious organization your school is affiliated with are being attained by the school	38	5.34	1.46	28	4.96	1.64	43	5.79	1.06	54	5.80	1.35	32	5.34	1.62
24. Methods used in selection of school administrators	31	4.77	1.56	27	4.26	2.21	38	5.13	1.73	49	4.98	1.93	34	5.03	1.91
25. Practices used to transfer teachers	16	4.13	1.63	14	4.07	2.02	14	4.21	1.97	24	4.67	1.81	16	4.88	2.19
26. Availability of learning resources to use with your students	43	3.95	1.83	33	4.33	1.59	46	4.59	1.68	61	4.82	1.72	34	5.26	1.52

Table 7.8 (continued)

	1 year			2 years			3-5 years			6-10 years			11 or more years		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
27. The number of students in my class or classes	43	5.63	1.50	32	6.00	1.44	45	6.02	1.36	61	5.98	1.68	35	6.20	1.30
28. Fairness in treatment of all teachers	42	5.57	1.63	32	5.38	2.04	45	5.71	1.75	60	5.82	1.69	34	5.88	1.51
29. Your job security	43	4.91	1.87	32	4.63	2.20	45	6.02	1.45	60	5.78	1.81	35	5.77	1.73
30. Opportunities to learn from and share with other teachers	42	4.74	1.67	32	4.69	1.69	46	5.63	1.47	61	5.54	1.51	35	5.51	1.50
31. Extent to which staff are granted leave for further studies	30	4.03	1.77	24	4.42	1.82	37	5.05	1.61	41	4.95	2.05	31	5.13	1.88
32. The extent to which you feel that central office administrators are supportive of individual teachers	35	4.66	2.07	27	4.70	1.73	35	5.77	1.65	51	5.53	1.67	25	5.60	1.55
33. Level of monetary compensation you receive for your work	41	3.00	1.84	33	3.27	2.00	46	3.54	2.01	60	3.65	2.00	35	4.37	1.86
34. The benefit package you are receiving	33	3.94	2.06	27	4.07	1.84	38	3.89	2.04	57	4.26	1.98	34	5.35	1.45
35. The extent to which your school system keeps you informed about matters related to your job	42	4.07	1.64	32	4.53	1.92	46	4.85	1.91	61	5.28	1.76	35	5.57	1.44

Table 7.8 (continued)

	1 year			2 years			3-5 years			6-10 years			11 or more years	
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
36. The extent to which your school system works to reduce stress for its teachers	41	3.83	1.84	33	4.06	1.89	45	4.40	1.89	61	4.70	1.83	35	4.97	1.62
37. The teacher/board collective bargaining process	29	3.28	1.33	19	3.00	1.89	30	4.03	2.03	35	4.17	2.06	22	4.27	2.03
38. The way in which consult-ation between teachers and board is conducted	35	3.63	1.70	27	3.63	1.80	43	4.60	1.89	53	4.74	1.82	30	5.00	1.84
39 Teacher input into your school system policies	40	4.75	1.60	31	4.58	1.77	44	4.89	1.63	61	5.11	1.80	33	5.85	1.25
40. The extent to which board members understand the problems faced by teachers	41	3.66	1.78	32	3.44	1.66	45	4.27	1.95	58	4.52	1.80	34	4.44	1.65
41. The match between your expectations of your school system and your school system's response	42	4.33	1.24	32	4.16	1.55	44	4.84	1.51	56	4.96	1.56	32	5.06	1.74
42. Status of schoolteachers in society	43	3.53	1.70	33	3.76	1.70	45	4.31	1.62	60	4.73	1.68	35	5.31	1.25
43. Attitude of society towards teachers	43	3.56	1.72	33	3.64	1.69	45	4.24	1.58	61	4.67	1.64	35	5.20	1.37

Table 7.8 (continued)

	1 year			2 years			3-5 years			6-10 years			11 or more years		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
44. Attitude of parents towards education	43	4.28	1.61	33	4.06	1.58	46	4.50	1.56	61	4.97	1.49	35	5.17	1.36
45. Involvement of parents in school activities	43	4.84	1.79	33	5.18	1.55	46	4.76	1.83	61	5.51	1.57	35	5.40	1.46
46. Attitudes of students towards learning	43	4.49	1.68	33	4.33	1.74	46	4.74	1.56	61	5.07	1.53	35	4.57	1.70
49. Attitudes of students towards teachers	43	4.63	1.59	33	4.55	1.58	46	4.85	1.67	61	5.51	1.40	35	5.37	1.40
50. Availability of quality technology resources to teachers	43	3.37	1.92	33	4.06	2.06	46	3.87	1.97	61	4.26	1.73	35	4.91	1.46
51. The extent stated values are practiced in the school	43	4.98	1.49	33	4.97	1.69	44	5.59	1.21	60	5.60	1.50	35	5.54	1.34
52. Teacher access to professional development activities	42	4.81	1.66	33	4.79	1.88	46	5.24	1.62	61	5.25	1.70	35	5.80	1.41
53. Public relations carried out by your school system	41	4.17	1.46	32	4.31	1.64	42	4.60	1.53	55	4.69	1.62	34	5.12	1.49

Table 7.8 (continued)

	1 year			2 years			3-5 years			6-10 years			11 or more years	
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
54. Support for teachers in dispute with your school system	23	3.91	1.56	18	3.39	1.82	24	3.88	1.83	37	4.43	1.92	24	4.42	1.69
55. Your overall level of satisfaction with your job as a teacher	43	5.40	1.50	33	5.30	1.45	46	5.76	1.08	61	6.16	0.86	34	6.06	1.32

Response scale: 1 = highly dissatisfied, 2 = moderately dissatisfied, 3 = slightly dissatisfied, 4 = normal, 5 = slightly satisfied, 6 = moderately satisfied, 7 = highly satisfied

Community and Society

Teachers with 11 or more years experience at their present schools had substantially higher means than teachers with 1 year experience at their present schools for the facets: "status of schoolteachers in society" (difference = 0.78), "attitude of society towards teachers" (difference = 1.64), and "community support of teachers" (difference = 1.11). Teachers with 2 years experience were very close to those with 1 year having a difference of 1.10 for the facet "community support of teachers".

The mean for teachers with 11 or more years experience at their present schools was substantially higher than for teachers with 2 years experience at their present schools for the facet "attitude of parents towards education" (difference = 1.11).

The teachers with 11 or more years experience at their current schools had a substantially higher mean than teachers with 3-5 years experience at their current schools for the facet "involvement of parents in school activities" (difference = 0.64).

Teachers with 6-10 and more than 11 years experience at their present schools had a substantially higher mean than teachers with 2 years experience at their present schools for the facet "community expectations of teachers" (difference = 1.18).

Religiously Affiliated Private School

The means for teachers with 11 or more years experience in their present schools were substantially higher than for teachers with 2 years experience in their present schools for the facets: "the effectiveness of religion courses" (difference = 0.81), "the extent stated values are practiced in the school" (difference = 0.63, note), and "your overall satisfaction with your job as a teacher" (difference = 0.86).

Teachers with 11 or more years experience at their present schools had substantially higher means than teachers with 2 years experience at their present schools for the facets "the teacher/board collective bargaining process" (difference = 1.27) and "support for teachers in dispute with your school system" (difference = 1.03).

The teachers with 6-10 years experience in their present schools had a substantially higher mean than teachers with 2 years experience in their present schools for the facet "the extent to which the objectives of the religious organization your school is affiliated with are being attained by the school" (difference = 0.84).

The mean for teachers with 3-5 years experience in their present schools was substantially higher than teachers with 2 years experience in their present schools for the facet "your job security" (difference = 1.39).

Contract Status

The extent that teacher satisfaction is associated with contract status is summarized in Table 7.9 (Appendix C). Two groupings of teachers were used for this analysis, those teachers with permanent contracts and those teachers with temporary contracts. Table 7.10 gives the mean scores for the facets with a substantial difference of $\geq$0.5 between means.

Teaching Workload

Teachers with permanent contracts had substantially higher means than teachers with temporary contracts for the facets "the amount of time spent in meetings" (difference = 0.73) and "the prospect of classroom teaching as your lifetime career" (difference = 0.64).

Teacher Growth and Accomplishment

The means for teachers with permanent contracts were substantially higher than teachers with temporary contracts for the facets: "opportunities to learn from and share with other teachers" (difference = 0.53), "extent to which staff are granted leave for further study" (difference = 0.83), and "the extent to which you feel that central office administrators are supportive of individual teachers" (difference = 0.93).

School Characteristics

The teachers with permanent contracts had a higher mean than teachers with temporary contracts for the facet "your involvement with decision making in your school" (difference = 0.82).

Administration

The means for teachers with permanent contracts were substantially higher than for teachers with temporary contracts for the facets: "personal support given to teachers by the principal" (difference = 0.58), "level of monetary compensation you receive for your work" (difference = 0.51), and "the benefit package you are receiving" (difference = 1.16).

Table 7.10

Mean Satisfaction Scores for Teachers Grouped by Contract Status for Facets Where a Substantial Difference (≥0.5) Occurred Between Two Means

	Permanent			Temporary		
	N	Mean	s.d.	N	Mean	s.d.
4. Your involvement with decision-making in your school	202	5.69	1.49	32	4.78	1.91
11. Personal support given to teachers by the principal	193	5.96	1.51	32	5.38	1.98
12. The amount of time spent in meetings	204	5.18	1.58	31	4.45	1.52
21. The prospect of classroom teaching as your lifetime career	195	5.83	1.47	31	5.19	1.49
29. Your job security	199	5.65	1.80	31	4.29	1.90
30. Opportunities to learn from and share with other teachers	203	5.34	1.54	32	4.81	1.87
31. Extent to which staff are granted leave for further studies	158	4.83	1.83	18	4.00	2.06
32. The extent to which you feel that central office administrators are supportive of individual teachers	163	5.43	1.65	26	4.50	2.30
33. Level of monetary compensation you receive for your work	202	3.64	1.97	31	3.13	2.05
34. The benefit package you are receiving	181	4.47	1.89	26	3.31	2.09
35. The extent to which your school system keeps you informed about matters related to your job	202	5.05	1.71	31	4.03	2.02
36. The extent to which your school system works to reduce stress for its teachers	201	4.47	1.79	32	3.78	1.96
37. The teacher/board collective bargaining process	128	3.90	1.90	19	3.00	1.70
38. The way in which consultation between teachers and board is conducted	183	4.42	1.86	23	3.52	1.97
39. Teacher input into your school system policies	197	5.07	1.67	30	4.03	1.85

Table 7.10 (continued)

	Permanent			Temporary		
	N	Mean	s.d.	N	Mean	s.d.
40. The extent to which board members understand the problems faced by teachers	199	4.16	1.84	29	3.55	1.80
42. Status of schoolteachers in society	202	4.45	1.69	32	3.84	1.53
43. Attitude of society towards teachers	203	4.36	1.67	32	3.78	1.68
44. Attitude of parents towards education	204	4.69	1.52	32	4.13	1.74
53. Public relations carried out by your school system	191	4.64	1.51	29	4.07	1.81
54. Support for teachers in dispute with your school system	123	4.07	1.80	16	3.44	1.55

Response scale: 1 = highly dissatisfied, 2 = moderately dissatisfied, 3 = slightly dissatisfied, 4 = normal, 5 = slightly satisfied, 6 = moderately satisfied, 7 = highly satisfied

Policy Factors

Teachers with permanent contracts had higher means than teachers with temporary contracts for the following facets: "the extent to which your school system keeps you informed about matters related to your job" (difference = 1.02), "the extent to which your school system works to reduce stress for its teachers" (difference = 0.69), "the way in which consultation between teachers and board is conducted" (difference = 0.90), "teacher input into your school system policies" (difference = 1.04), "the extent to which board members understand the problems faced by teachers" (difference = 0.61), and "public relations carried out by your school system" (difference = 0.63).

Community and Society

The means for teachers with permanent contracts were substantially higher than for teachers with temporary contracts for the facets: "status of schoolteachers in society" (difference = 0.61), "attitude of society towards teachers" (difference = 0.58), and "attitude of parents towards education" (difference = 0.56).

Religiously Affiliated Private School

Teachers with permanent contracts had substantially higher means than teachers with temporary contracts for the following facets: "your job security" (difference = 1.36),

"the teacher/board collective bargaining process" (difference = 0.90), and "support for teachers in dispute with your school system" (difference = 0.63).

Teaching Assignment Consistent With Training

The level of teacher satisfaction as it relates to teaching assignment being consistent with training is reported in Table 7.11 (Appendix C). The teachers are divided into two groups, those that responded yes their training is consistent with their assignment and those teachers that responded no it is not. Table 7.12 reports those facets that had a substantial difference between means of ≥0.5.

Teacher Growth and Accomplishment

The mean for teachers whose teaching assignments were consistent with their training was substantially higher than teachers whose training was inconsistent with their assignment for the facet "teacher access to professional development activities" (difference = 0.59).

Table 7.12

Mean Satisfaction Scores for Teachers Grouped by
Major Teaching Assignment Being Consistent with Training for
Facets Where a Substantial Difference (≥0.5) Occurred Between Two Means

	Yes			No		
	N	Mean	s.d.	N	Mean	s.d.
33. Level of monetary compensation you receive for your work	194	3.76	1.97	40	2.83	1.80
34. The benefit package you are receiving	172	4.48	1.87	38	3.55	2.09
52. Teacher access to professional development activities	195	5.27	1.63	41	4.68	1.69
53. Public relations carried out by your school system	183	4.64	1.53	39	4.10	1.60

Response scale: 1 = highly dissatisfied, 2 = moderately dissatisfied, 3 = slightly dissatisfied, 4 = normal, 5 = slightly satisfied, 6 = moderately satisfied, 7 = highly satisfied

Administration

Teachers whose training matches with their assignment had substantially higher means than teachers with training that did not match their assignment for the facets "level

of monetary compensation you receive for your work" (difference = 0.93) and "the benefit package you are receiving" (difference = 0.93).

Policy Factors

The teachers with a match between training and assignment had a substantially higher mean than teachers who did not have a match between training and assignment for the facet "public relations carried out by your school system" (difference = 0.54).

Teaching Assignment Consistent With Experience

The level of teacher satisfaction for all facets as it relates to teaching assignment being consistent with experience is reported in Table 7.13 (Appendix C). The teachers were placed in groups based on whether teaching assignment was consistent with experience or not. The mean scores for those facets with a substantial difference of $\geq$0.50 between means are shown in Table 7.14.

Student Related

The means for teachers with consistency between teaching assignment and experience were substantially higher than the means for teachers without a match between assignment and experience for the facets "attitudes of students towards learning" (difference = 0.74) and "attitudes of students towards teachers" (difference = 0.74).

Teaching Workload

Teachers with consistency between teaching assignment and experience had a mean substantially higher than teachers with inconsistency between assignment and experience for the facet "fairness in treatment of all teachers" (difference = 0.50).

Teacher Growth and Accomplishment

The means for teachers with consistency between teaching assignment and experience were substantially higher than the means for teachers with inconsistency for the following facets: "recognition by other teachers in the school of your work" (difference = 0.71), "your opportunity for promotion" (difference = 0.53), "your sense of achievement in teaching" (difference = 0.79), "opportunities to learn from and share with other teachers" (difference = 0.76), "the extent to which you feel that central office administrators are supportive of individual teachers" (difference = 0.55), and "teacher access to professional development activities" (difference = 1.23).

Table 7.14

Mean Satisfaction Scores for Teachers Grouped by Major Teaching Assignment Being Consistent with Experience for Facets Where a Substantial Difference (≥0.5) Occurred Between Two Means

	Yes			No		
	N	Mean	s.d.	N	Mean	s.d.
4. Your involvement with decision-making in your school	180	5.60	1.50	21	5.10	1.41
7. The trust and confidence the principal has in the teachers	174	6.22	1.20	20	5.70	1.59
8. The level of recognition of teacher contributions within the school	179	5.47	1.60	21	4.76	1.84
17. Recognition by other teachers in the school of your work	176	5.41	1.44	19	4.47	1.47
18. Your opportunity for promotion	150	4.61	1.78	12	4.08	1.78
20. Your sense of achievement in teaching	182	5.93	1.23	21	5.14	1.39
24. Methods used in selection of school administrators	153	4.88	1.90	17	4.24	1.71
25. Practices used to transfer teachers	71	4.58	1.81	8	3.50	2.00
26. Availability of learning resources to use with your students	182	4.56	1.73	20	3.80	1.54
28. Fairness in treatment of all teachers	178	5.70	1.72	20	5.20	1.70
30. Opportunities to learn from and share with other teachers	181	5.38	1.54	21	4.62	1.83
32. The extent to which you feel that central office administrators are supportive of individual teachers	147	5.36	1.73	16	4.81	2.29
33. Level of monetary compensation you receive for your work	181	3.62	1.96	19	3.11	1.85
41. The match between your expectations of your school system and your school system's response	171	4.72	1.45	20	4.20	1.64
43. Attitude of society towards teachers	181	4.31	1.70	21	3.81	1.63
46. Attitudes of students towards learning	182	4.74	1.55	21	4.00	1.76

Table 7.14 (continued)

	Yes			No		
	N	Mean	s.d.	N	Mean	s.d.
49. Attitudes of students towards teachers	182	5.07	1.53	21	4.33	1.62
50. Availability of quality technology resources to teachers	182	4.07	1.88	21	3.33	1.98
52. Teacher access to professional development activities	182	5.23	1.61	20	4.00	1.81
53. Public relations carried out by your school system	174	4.63	1.51	19	3.79	1.58
54. Support for teachers in dispute with your school system	109	4.05	1.73	11	3.18	1.94
55. Your overall level of satisfaction with your job as a teacher	181	5.77	1.19	21	5.10	1.64

Response scale: 1 = highly dissatisfied, 2 = moderately dissatisfied, 3 = slightly dissatisfied, 4 = normal, 5 = slightly satisfied, 6 = moderately satisfied, 7 = highly satisfied

School Characteristics

Teachers with an assignment consistent with their experience had means substantially higher than teachers without a match between assignment and experience for the facets: "your involvement with decision making in your school" (difference = 0.50), "the level of recognition of teacher contributions within the school" (difference = 0.71), and "availability of quality technology resources to teachers" (difference = 0.74).

Administration

The means for teachers with consistency between assignment and experience were substantially higher than for teachers without consistency for the facets: "the trust and confidence the principal has in the teachers" (difference = 0.52), "methods used in selection of school administrators" (difference = 0.64), and "level of monetary compensation you receive for your work" (difference = 0.51).

Policy Factors

Teachers with consistency between assignment and experience had means substantially higher than teachers with inconsistency between assignment and experience for the following facets: "practices used to transfer teachers" (difference = 1.03, note low

n for this facet), "availability of learning resources to use with your students" (difference = 0.76), "the match between your expectations of your school system and your school system's response" (difference = 0.52), and "public relations carried out by your school system" (difference = 0.84).

Community and Society

The mean for teachers with an assignment consistent with their experience was substantially higher than for teachers with inconsistency for the facet "attitude of society towards teachers" (difference = 0.50).

Religiously Affiliated Private School

Teachers with consistency between assignment and experience had substantially higher means than teachers with inconsistency for the facets "support for teachers in dispute with your school system" (difference = 0.87) and "your overall level of satisfaction with your job as a teacher" (difference = 0.67).

Sex of Principal

The extent that teacher satisfaction for all facets is associated with sex of principal is reported in Table 7.15 (Appendix C). Table 7.16 gives the mean scores where a substantial difference ($\geq$0.5) between teachers with female or male principals was reported.

Teaching Workload

Teachers with a male principal had a mean substantially higher than teachers with a female principal for the facet "support services available for integrating special needs students" (difference = 0.74).

School Characteristics

The mean for teachers with a male principal was substantially higher than for teachers with a female principal for the facet "availability of quality technology resources to teachers" (difference = 0.77).

Administration

Teachers with a male principal had substantially higher means than did teachers with female principals for the following facets: "methods used in selection of school administrators" (difference = 0.53), "level of monetary compensation you receive for

your work" (difference = 0.60), and "the benefit package you are receiving" (difference = 0.62).

Policy Factors

The means for teachers with a male principal were substantially higher than for teachers with a female principal for the facets "practices used to transfer teachers" (difference = 0.92) and "the extent to which your school system keeps you informed about matters related to your job" (difference = 0.87).

Table 7.16

Mean Satisfaction Scores for Teachers Grouped by Sex of Principal for Facets Where a Substantial Difference (≥0.5) Occurred Between Two Means

	Female			Male		
	N	Mean	s.d.	N	Mean	s.d.
16. Support services available for integrating special needs students	85	3.51	1.99	129	4.25	1.86
24. Methods used in selection of school administrators	76	4.53	1.98	124	5.06	1.74
25. Practices used to transfer teachers	40	3.93	1.95	55	4.85	1.78
29. Your job security	90	5.10	2.03	144	5.65	1.79
33. Level of monetary compensation you receive for your work	90	3.23	1.94	147	3.83	1.96
34. The benefit package you are receiving	77	3.95	2.04	134	4.57	1.83
35. The extent to which your school system keeps you informed about matters related to your job	91	4.43	1.95	146	5.20	1.61
47. Community expectations of teachers	90	4.24	1.57	143	4.79	1.34
50. Availability of quality technology resources to teachers	92	3.57	1.85	148	4.34	1.83
54. Support for teachers in dispute with your school system	53	3.62	1.61	88	4.26	1.83

Response scale: 1 = highly dissatisfied, 2 = moderately dissatisfied, 3 = slightly dissatisfied, 4 = normal, 5 = slightly satisfied, 6 = moderately satisfied, 7 = highly satisfied

Community and Society

Teachers with a male principal had a substantially higher mean than teachers with a female principal for facet "community expectations of teachers" (difference = 0.55).

Religiously Affiliated Private School

The mean for teachers who had a male principal was substantially higher than for teachers with a female principal for the facet "support for teachers in dispute with your school system" (difference = 0.64).

Level of Formal Education

The extent of teacher satisfaction as it relates to their level of formal education is reported for all facets in Table 7.17 (Appendix C). Teachers were grouped as follows: (a) teaching certificate, (b) Bachelor of Education, (c) degree in another field and Bachelor of Education, and (d) graduate degree. Due to a low number of respondents (n = 4 – 12) for teachers who had a teaching certificate, this group is not included in this comparison of means. Mean scores for those facets with a substantial difference of $\geq$0.5 are shown in Table 7.18 for the other three groupings.

Student Related

The means for teachers with a graduate degree were substantially higher than the means for teachers with a degree in another field and a B. Ed. for the facets: "general behavior of students in the school" (difference = 0.75), "attitudes of students towards learning" (difference = 0.64), and "attitudes of students towards teachers" (difference = 0.90).

Teaching Workload

Teachers with a graduate degree had substantially higher means than teachers with a degree in another field and a B. Ed. for the facets: "the integration of special needs students in the regular classroom" (difference = 0.73), "support services available for integrating special needs students" (difference = 1.11), and "fairness in treatment of all teachers" (difference = 0.54).

Teacher Growth and Accomplishment

The mean for teachers with a B. Ed. was substantially higher than for those with a graduate degree and equal to teachers with a degree in another field and a B. Ed. for the facet "recognition by other teachers in the school of your work" (difference = 0.62).

The mean for teachers with a B. Ed. was substantially higher than for teachers with a graduate degree for the facet "your opportunity for promotion" (difference = 0.70).

The means for teachers with graduate degrees were substantially higher than for teachers with a degree in another field and a B. Ed. for the facets "extent to which staff are granted leave for further studies" (difference = 0.94) and "teacher access to professional development activities" (difference = 1.23).

School Characteristics

Teachers with a graduate degree had a substantially higher mean than teachers with a degree in another field and a B. Ed. for the facet "your involvement with decision making in your school" (difference = 0.51).

Teachers with a graduate degree had a substantially higher mean than teachers with a B. Ed. for "availability of quality technology resources to teachers" (difference = 0.88).

Administration

The mean for teachers with a B. Ed. was substantially higher than teachers with a graduate degree for the facet "clarity of the principal's expectations" (difference = 0.54).

Teachers with a graduate degree had substantially higher means than teachers with a degree in another field and a B. Ed. for the facets " level of monetary compensation you receive for your work" (difference = 0.82) and "the benefit package you are receiving" (difference = 0.60).

Policy Factors

The mean for teachers with a degree in another field and a B. Ed. was substantially higher than teachers with a B. Ed. for the facet "practices used to transfer teachers" (difference = 0.51, note smaller n's for this facet).

Teachers with a graduate degree had substantially higher means than did teachers with a degree in another field and a B. Ed. for the facets: "availability of learning resources to use with your students" (difference = 0.98), "the number of students in my class or classes" (difference = 0.91), and "the extent to which your school system keeps you informed about matters related to your job" (difference = 0.69, note smaller n's for this facet).

Table 7.18

Mean Satisfaction Scores of Teachers Grouped by Level of Formal Education for Facets Where a Substantial Difference (≥0.5) Occurred Between Two Means

	Bachelor of Education			Degree in another field and B.Ed.			Graduate degree		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
4. Your involvement with decision-making in your school	135	5.65	1.55	69	5.30	1.57	21	5.81	1.47
5. General behavior of students in the school	136	5.51	1.37	69	5.25	1.55	21	6.00	1.00
10. Clarity of the principal's expectations	131	5.71	1.63	64	5.59	1.61	18	5.17	1.92
15. The integration of special needs students in the regular classroom	123	4.76	1.68	58	4.47	1.72	20	5.20	1.47
16. Support services available for integrating special needs students	125	4.02	2.01	58	3.64	1.87	20	4.75	1.41
17. Recognition by other teachers in the school of your work	131	5.62	1.33	67	5.00	1.61	20	5.00	1.26
18. Your opportunity for promotion	112	4.88	1.78	56	4.34	1.79	17	4.18	1.88
22. The extent to which the objectives of the religious organization your school is affiliated with are being attained by the school	121	5.55	1.36	62	5.27	1.52	20	5.90	1.17
25. Practices used to transfer teachers	53	4.25	1.98	25	4.76	1.64	11	4.36	2.25
26. Availability of learning resources to use with your students	137	4.48	1.80	69	4.35	1.66	21	5.33	1.28

Table 7.18 (continued)

	Bachelor of Education			Degree in another field and B.Ed.			Graduate degree		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
27. The number of students in my class or classes	137	5.96	1.50	69	5.64	1.57	20	6.55	0.60
28. Fairness in treatment of all teachers	132	5.67	1.75	68	5.46	1.74	21	6.00	1.48
29. Your job security	134	5.36	1.91	67	5.24	2.04	21	5.86	1.82
31. Extent to which staff are granted leave for further studies	95	4.73	1.79	56	4.32	2.06	19	5.26	1.73
33. Level of monetary compensation you receive for your work	136	3.58	2.00	68	3.28	1.86	21	4.10	1.95
34. The benefit package you are receiving	120	4.52	1.91	63	3.90	2.02	20	4.50	1.57
35. The extent to which your school system keeps you informed about matters related to your job	136	4.87	1.84	69	4.64	1.81	21	5.33	1.65
37. The teacher/board collective bargaining process	87	3.77	1.90	43	3.51	1.84	10	4.20	1.87
39 Teacher input into your school system policies	133	4.83	1.78	65	4.85	1.73	21	5.52	1.36
46. Attitudes of students towards learning	137	4.76	1.52	69	4.41	1.59	21	5.05	1.63
49. Attitudes of students towards teachers	137	5.08	1.46	69	4.62	1.62	21	5.52	1.33

Table 7.18 (continued)

	Bachelor of Education			Degree in another field and B.Ed.			Graduate degree		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
50. Availability of quality technology resources to teachers	137	3.88	1.84	69	4.14	1.83	21	4.76	2.07
52. Teacher access to professional development activities	137	5.14	1.69	69	4.87	1.74	21	6.10	0.77
54. Support for teachers in dispute with your school system	84	4.10	1.68	41	3.71	1.83	11	4.45	2.46

Response scale: 1 = highly dissatisfied, 2 = moderately dissatisfied, 3 = slightly dissatisfied, 4 = normal, 5 = slightly satisfied, 6 = moderately satisfied, 7 = highly satisfied

Teachers with a graduate degree had a substantially higher mean than teachers with a B. Ed. for the facet "teacher input into your school system policies" (difference = 0.71).

Religiously Affiliated Private School

The means for teachers with a graduate degree were substantially higher than for teachers with a degree in another field and a B. Ed. for the facets: "the extent to which the objectives of the religious organization your school is affiliated with are being attained by the school" (difference = 0.63), "your job security" (difference = 0.62), "the teacher/board collective bargaining process" (difference = 0.69, note smaller n's for this facet), and "support for teachers in dispute with you school system" (difference = 0.74).

Summary

The analysis is further condensed in this section by reporting the facets with a substantially higher significant difference of ≥1.0 between means for groups or where a number of facets emerge connected to a group in a satisfying or dissatisfying pattern.

Size of School

For size of school there were 46 facets that had a substantial difference of ≥0.5 in mean scores between two groups, of which 16 facets had substantially higher differences of ≥1.0 between means. The grouping with the highest level of satisfaction was teachers in schools with 201 to 300 students for 33 of the 46 facets. Teachers in schools of more than 300 students had the lowest satisfaction levels for 29 of 46 facets.

The means for teachers with 201 to 300 students had substantially higher means than for teachers in schools with more than 300 students for the facets: "general behavior of students in the school" (difference = 1.06), "clarity of school goals" (difference = 1.43), "attitudes of parents towards education" (difference = 1.03), "community expectations of teachers" (difference =1.15), and "attitudes of students towards teachers" (difference = 1.10).

Teachers in schools with 201 to 300 students had substantially higher means than did teachers in schools with 51 to 100 students for the facets: "involvement of parents in school activities" (difference = 1.15), "community support of teachers" (difference = 1.06), "availability of quality technology resources to teachers" (difference = 1.15), and

"the extent to which your school system keeps you informed about matters related to your job" (difference = 1.54).

The means for teachers in schools with 201 to 300 students were substantially higher than teachers in schools with 50 or less students for the facets "your job security" (difference = 1.18) and "extent to which staff are granted leave for further studies" (difference = 1.29).

Teachers in schools with 51 to 100 students had substantially higher means than did teachers in schools with more than 300 students for the facets: "the amount of time spent in meetings" (difference = 1.05), "time you are expected to spend on extra-curricular activities" (difference = 1.29), and "support for teachers in dispute with your school system" (difference = 1.43).

The means for teachers in schools with 101 to 200 students were substantially higher than for teachers in schools with 51 to 100 students for the facets "practices used to transfer teachers" (difference = 1.06) and "the teacher/board collective bargaining process" (difference = 1.52, note lower n for this facet).

Teachers in a school with 50 students or less had a substantially higher mean than teachers in a school with more than 300 students for the facet "the benefit package you are receiving" (difference = 1.21).

Class Size

There were 23 facets that had substantial differences ($\geq$0.5) in mean scores between groups. From these 23 facets there were 4 facets with substantially higher differences of $\geq$1.0 between means for two groups. Teachers with 21 to 25 students in their classes had the highest satisfaction means for 16 of 23 facets. Teachers with 26 or more students in their classes had the lowest satisfaction means for 17 of 23 facets.

The means for teachers with 21 to 25 students in class were substantially higher than teachers with 26 or more students in class for the facets "general behavior of students in the school" (difference = 1.07) and "attitudes of students towards teachers" (difference = 1.44).

Teachers with 21 to 25 students in class had a substantially higher mean than teachers with 16 to 20 students in class for the facet " practices used to transfer teachers" (difference = 1.03, note lower n for this facet).

The mean for teachers with 15 or less students in class was substantially higher than for teachers with 26 or more students in class for the facet "the number of students in my class or classes" (difference = 1.89).

Total Years of Teaching Experience

There were 32 facets that had a substantial difference of ≥0.5 in mean scores between two groups. Of the 32 facets there were 6 facets that had a highly substantial difference of ≥1.0 between means for two groups. Teachers with more than 15 years experience had the highest satisfaction means for 23 of 32 facets. Teachers with 1 – 5 years experience had the lowest satisfaction means for 17 of 32 facets.

There were 239 teachers who indicated their years of experience. The total combined teaching experience represented by the respondent teachers is 2709 years for an average of 11.33 years teaching experience.

The means for teachers with more than 15 years experience were substantially higher than teachers with 1 – 5 years experience for the facets: "availability of learning resources to use with your students" (difference = 1.07), "status of school teachers in society" (difference = 1.01) and "availability of quality technology resources to teachers" (difference = 1.21).

Teachers with more than 15 years experience had substantially higher means than teachers with 6 – 10 years experience for the facets "level of monetary compensation you receive for your work" (difference = 1.34) and "the benefit package you are receiving (difference = 1.30).

The mean for teachers with more than 15 years experience was substantially higher than for teachers with 11 to 15 years experience for the facet "practices used to transfer teachers" (difference = 1.25).

Years Experience Teaching in Present School

There were 53 facets with a substantial difference of ≥0.5 between mean scores of two groups. Teachers with 11 or more years experience at present school had the highest satisfaction means for 31 of 53 facets. Teachers with 2 years experience had the lowest means for 32 of 53 facets. There were 27 of 53 facets that had highly substantial differences of ≥1.0 between two groups of which 13 facets with the lowest satisfaction

means were for teachers with 1 year experience and 12 facets were for teachers with 2 years experience.

Teachers with 11 or more years at their present schools had substantially higher means than did teachers with 1 year of experience at their present schools for the facets: "the amount of time spent in meetings" (difference = 1.23), "time you are expected to spend on extra-curricular activities" (difference = 1.20), "the integration of special needs students in the regular classroom" (difference = 1.06), "support services available for integrating special needs students" (difference = 1.63), "availability of learning resources to use with your students" (difference = 1.31), "extent to which staff are granted leave for further studies" (difference = 1.10), "the extent to which you feel that central office administrators are supportive of individual teachers" (difference = 1.11), "level of monetary compensation you receive for your work" (difference = 1.37), "the extent to which your school system keeps you informed about matters related to your job" (difference = 1.50), "the extent to which your school system works to reduce stress for its teachers" (difference = 1.14), "attitude of society towards teachers" (difference = 1.64), "community support of teachers" (difference = 1.11), and "availability of quality technology resources to teachers" (difference = 1.54).

The means for teachers with 11 or more years at their present schools were substantially higher than for teachers with 2 years experience at their present schools for the facets: "your involvement with decision-making in your school" (difference = 1.19), "educational leadership of the principal" (difference = 1.07), "your opportunity for promotion" (difference = 1.39), "teacher access to professional development activities" (difference = 1.01), "support for teachers in dispute with your school system" (difference = 1.03), "the teacher/board collective bargaining process" (difference = 1.27), "teacher input into your school system polices" (difference = 1.27), and "attitude of parents towards education" (difference = 1.11).

Teachers with 3 – 5 years experience in their present schools had substantially higher means than did teachers with 2 years experience in their present schools for the facets "clarity of principal's expectations" (difference = 1.24) and "your job security" (difference = 1.39).

The mean for teachers with 11 or more years experience in their present schools was substantially higher than for teachers with 3 – 5 years experience in their present schools for the facet "the benefit package you are receiving" (difference = 1.46).

The mean for teachers with 11 or more years experience in their present schools as tied as substantially higher than teachers with 1 and 2 years experience in their present schools for the facet "the way in which consultation between board and teachers is conducted" (difference = 1.37).

Teachers with 6 – 10 years experience in their present schools had a substantially higher mean than teachers with 2 years experience in their present schools for the facet "the extent to which board members understand the problems faced by teachers" (1.08).

The means were equal for teachers with 6 – 10 years and 11 or more years experience in their present schools with a substantially higher mean than teachers with 2 years experience in their present schools for the facet " community expectations of teachers" (difference = 1.18).

Contract Status

There were a total of 21 facets with substantial differences of $\geq$0.5 in mean scores between two groups. There were 4 of 21 facets that had highly substantial differences of $\geq$1.0 between two means. For all 21 facets the satisfaction means were higher for teachers with permanent contracts than the means for teachers with temporary contracts.

Teachers with permanent contracts had substantially higher means than teachers with temporary contracts for the facets: "your job security" (difference = 1.36), "the benefit package you are receiving" (difference = 1.16), "the extent to which your school system keeps you informed about matters related to your job" (difference = 1.02), and "teacher input into your school system policies" (difference = 1.04).

Teaching Assignment Consistent With Training

There were a total of 4 facets with substantial differences of $\geq$0.5 in mean scores between two groups. There were no facets that had highly substantial differences ($\geq$1.0).

Teaching Assignment Consistent With Experience

There were 22 facets with substantial differences of $\geq$0.5 in mean scores between groups. There were 2 of the 22 facets that had highly substantial differences of $\geq$1.0

between two means. For all 22 facets the satisfaction means were higher for teachers whose teaching assignments were consistent with their experience.

Teachers with a teaching assignment consistent with their experience had means substantially higher than teachers whose teaching assignment was not consistent with experience for the facets "practices used to transfer teachers" (difference = 1.08, note low n) and "teacher access to professional development activities" (difference = 1.23).

Sex of Principal

There were 10 facets with a substantial difference of $\geq$0.5 between means of two groups. There were no facets with highly substantial differences of $\geq$1.0 between means. For all 10 facets teachers had higher satisfaction means for male principals.

Level of Formal Education

There were 24 facets with a substantial difference of $\geq$0.5 between means for two groups. There were 2 facets with highly substantial differences of $\geq$1.0 between means. Teachers with graduate degrees had higher satisfaction means for 20 of 24 facets, while teachers with a degree in another field and a B. Ed. had the lowest satisfaction means for 20 of 24 facets.

Teachers with a graduate degree had substantially higher means than teachers with a degree in another field and a B. Ed. for the facets "support services available for integrating special needs students" (difference = 1.11) and "teacher access to professional development activities" (difference = 1.23).

Teacher's differences in job satisfaction were highly associated with their years in their present school, and size of school; moderately associated with total years of teaching experience, class size, contract status, level of formal education, and teaching assignment being consistent with experience; and slightly associated with sex of principal, and teaching assignment being consistent with training.

CHAPTER 8

Conclusion

This chapter contains a summary, discussion and comparisons, recommendations, suggestions of areas for further study and concluding comments derived from the findings of this research.

Summary

The main purposes of this research were to: (a) study the extent that teachers are satisfied with the selected facets as they relate to job satisfaction, (b) study the extent individual, professional, organizational, and community characteristics promote or impede job satisfaction, and (c) better understand how teachers view the impact of job satisfaction or a lack of job satisfaction on their behavior at school and away from school.

Questionnaires were distributed to 391 teachers in religiously affiliated private schools (K – Gr. 12) across Alberta. Of these, 244 questionnaires were returned for a return rate of 62.4%. Statistical analysis was used to rank and compare the data from the questionnaires and the written comments were sorted and grouped by topic and content.

Personal Profile

Almost two-thirds of the teachers were female, their age range makes a flat bell curve, three-quarters were married, and most lived 15 km or less from the school where they teach.

Differences in satisfaction of teachers was highly associated with age, moderately associated with distance of residence to school, and slightly associated with sex of teacher. Marital status had a very limited significance due to low number of respondents for some groups.

Professional Profile

The average responding teacher had 11.3 years experience, had a B. Ed. as the highest level of education, their principal was male, had a teaching assignment consistent with experience and training, taught between K to Gr. 6, had a full-time permanent contract, did not want to be a member of the ATA, were not associate ATA members, felt there would be value in an association for private school teachers, had 10 years or

less experience in present school system and school, taught 16 or more students in their class in a school with 200 students or less, and did not have administrative responsibilities.

Differences in job satisfaction were highly associated with years experience in present school and size of school; moderately associated with total teaching experience, class size, contract status, level of formal education, and teaching assignment being consistent with experience; slightly associated with sex of principal, and teaching assignment being consistent with training.

Facet Grouping and Overall Satisfaction

The average of means for each grouping of facets beginning with the highest is as follows: school characteristics (5.35), administration (5.29), teacher growth and accomplishment (5.21), student related (5.03), teaching workload (4.97), church-based private school (4.91), policy factors (4.66), and community and society (4.57).

The highest ranked of the 55 facets was the facet "your relationships with other teachers" (mean=6.27). The facet with the lowest satisfaction was "level of monetary compensation you receive for your work" (mean=3.58). The facet "attitudes of students towards teachers" (mean=4.99), ranked 28th of 55 facets.

The facet "your overall satisfaction with your job as a teacher" (mean 5.72) ranked 9th of 55 facets and was higher than the average of any facet grouping.

Discussion and Comparisons

Teachers in religiously affiliated private schools in Alberta are less studied than their colleagues in the public and separate school systems in Alberta. As a result there are few preconceptions as to what the results of a job satisfaction study of teachers in religiously affiliated private schools (RAPSs) would uncover. In this section the facets with the highest and lowest satisfaction levels will be pointed out as areas of success and those needing attention to improve the satisfaction of teachers in RAPSs in Alberta. Also included are discussions of noteworthy findings, as well as some comparisons with teachers in other settings.

Of the 16 facet questions that did not come from previous questionnaires, four were a part of the 12 most satisfying facets and five were a part of the 13 facets with the most dissatisfaction. The researcher's selection of these questions would appear to have

been suitable for the group of teachers being studied since nine of 16 questions were facets that captured strong sentiment at opposite ends of the rating scale.

Facets with the highest satisfaction levels

The 12 facets that teachers reported as providing the highest levels of satisfaction are areas of success that teachers, administrators, school boards and communities can appreciate and be thankful for the various contributions by individuals and groups that make this so.

From the list of 12 highest facets numbers four, five, ten, and twelve are not in Burke (1995). For the other eight facets all but numbers 7 and 11 had lower levels of satisfaction compared to those reported in Burke. Other than the facets ranked first and ninth the differences were 3% or less. It is interesting that the results in Burke were mostly higher even though Burke had a greater number of respondents, which usually tends to average levels towards the median. In comparing a number of these facets the 'normal' level of satisfaction had a higher frequency of being selected by RAPS teachers than by the teachers in Burke.

The facets are reported beginning with the highest percentage. These are the facets that are providing a level of satisfaction to the largest number of teachers.

1. "Your relationship with other teachers" was reported as giving a level of satisfaction higher than normal by 89.2% (mean=6.27) of respondent teachers. In this study and Burke's, this facet has the highest mean. Cockburn (2000), Connolly (2000), and Evans (2001) all report that satisfying interpersonal relations with colleagues are important for school teachers in boosting their morale, JS, and motivation and providing a sense of belonging and community. One of Clagg's (2002) conclusions was that personal relationships were key to beginning teachers JS and their remaining in teaching.

2. "Your relationship with the principal" was reported as providing a level of satisfaction by 85.2% (mean=6.17) of responding teachers. Of the top 12 facets providing the highest levels of satisfaction to teachers five facets had to do with the principal (numbers 2, 3, 5, 7 and 10) with satisfaction levels of 82.4% to 86.8%. The dissatisfaction levels reported for these five ranged from a low of 6.0% to a high of 12.2%. Such high levels of satisfaction response and indicate there were positive interactions and communication between the majority of the teachers and administrators

in this study. These results fit well with Ma and MacMillan (1999) reported that of "workplace conditions positively affecting teacher satisfaction; administration control was the most important, ..." (p.39). Ma and MacMillan further state that they "believe that a positive perception of their (teachers') relationship with school administrators may help them feel at ease with their teaching and merge quickly and successfully into all aspects of school life. Those conditions contribute directly to a higher level of professional satisfaction" (p.46).

3. "The trust and confidence the principal has in the teachers" gave 86.8% (mean=6.15) of teachers a level of satisfaction. Separating the respondents into a teaching only group and a group with administration responsibilities uncovered that the individuals with administration responsibilities had a slightly lower mean for this facet. In other words the principals 'marked' themselves harder on this facet than did their teachers. This facet along with the other four high-level satisfaction facets that refer to principals speaks well of "the degree and quality of: teamwork, cooperative ways of working, consultation and interdependence and support among colleagues" (Evans, 2001, p.302).

4. "The number of students in my class or classes" was reported as giving a level of satisfaction to 79.3% (mean=5.89) of responding teachers. This facet appearing as a satisfier was unexpected. 150 or 63% of respondents had classes of 20 or less students, which may help explain the level of satisfaction reported. Possibly numerous news stories and anecdotes or stories from teachers in public or separate school settings have created a sense of being thankful for the class you have. It would appear that the average class size for these teachers is very similar to the provincial and national averages.

5. "Personal support given to teachers by the principal" was given a satisfaction rating by 82.4% (mean=5.88) of teachers.

6. "Your sense of achievement in teaching" provided 85.7% (mean=5.84) of teachers with a degree of satisfaction. This contrasts with 93.1% of teachers reporting satisfaction in Burke (1995, p.285). When writing about morale, JS, and motivation Evans (2001) wrote that "A good match was one in which the job might be considered to bring out the best in someone" (p. 302). A positive view of ones achievement will certainly continue to bring out the best in a teacher and bolster their JS.

7. "Educational leadership of the principal" was rated by 82.8% (mean=5.76) of responding teachers as providing a level of satisfaction. This result was slightly higher than the 80.9% reported by Burke (1995) for this facet (p.284).

8. "The prospect of classroom teaching as your lifetime career" was reported as providing a degree of satisfaction by 78.6% (mean=5.75) of teachers. This finding, along with that of number six, reinforces that the majority of these teachers have a positive profession self-image.

9. "Your overall level of satisfaction with your job as a teacher" was reported by 82.6% (mean=5.72) of teachers as giving a level of satisfaction. The result for this facet is slightly lower for the mean and more so for the percentage of teachers than found by Burke (1995). Satisfaction was reported by 92.1% (mean=5.84) of the rural elementary teachers in Burke's study (p.109, 289). This being said, for this group of teachers the overall level of satisfaction is still among the highest facets and speaks well of the quality of work life experienced by the majority of RAPS teachers.

10. "The clarity of the principal's expectations" provided 80.8% (mean=5.67) of responding teachers with a degree of satisfaction. The communication from the principal and dialogue resulting around expectations is providing a degree of satisfaction to most teachers.

11. "Fairness in treatment of all teachers" was reported by 74.4% (mean=5.64) of teachers as giving a level of satisfaction. This result is substantially higher than the result found by Burke (1995) of 56.7% of rural elementary teachers in Alberta (p.286). The smaller school settings on average, that the RAPS teachers find themselves a part of, lend themselves to more fairness in treatment due to the reality that on a small staff inequities quickly become apparent. Evans (2001) writes that equity/justice is one of six specific issues that impacts JS.

12. "Intellectual stimulation in your work" was rated as providing a higher than normal level of satisfaction by 77.0% (mean=5.56) of responding teachers. A positive picture is painted by the fact a high percentage of teachers indicated satisfaction with this facet. These teachers were immersing themselves in curriculum, teaching methods, teacher-learner relations, professional development, and the many other items that make up the core business of teaching.

Dinham and Scott (1997) report that, "Overwhelmingly, 'satisfiers' were phenomena and rewards 'intrinsic' to teaching" (p.364). Of the 12 facets providing the most teachers a degree of satisfaction all but number four, class size, are largely intrinsic in nature. These teachers are also similar in this respect to the findings of Shreeve, et al. (1986) where both satisfied and dissatisfied teachers agreed that the intrinsic rewards of teaching went beyond the teaching job itself and extended to such facets as accomplishment, challenge, pride, making a difference and relationships (pp. 12, 13).

Facets with the lowest satisfaction levels

These 13 facets are the facets that resulted in the greatest dissatisfaction levels for the most teachers responding to this study and the ones that teachers, administrators and the communities that support religiously affiliated private schools in Alberta can most improve to reduce teacher dissatisfaction.

Of the 13 lowest facets listed numbers one, four, five, nine and 13 were not in Burke. The teachers in Burke (1995) indicated much more dissatisfaction for all but two of the other eight facets.

The facets are reported beginning with the lowest and working up through the 13 facets providing the least satisfaction.

1. "Level of monetary compensation you receive for your work" was rated as providing a level of dissatisfaction for 53.9% and a level of satisfaction for 34.9% (mean=3.58) of responding teachers. Having more than half of the teachers reporting a level of dissatisfaction with this facet was unexpected in that one does not usually hear a lot of talk around religiously affiliated private school staff rooms about salary. It is more probable that the conversation might include ways to stretch what one does receive. Finding this level of dissatisfaction does not fit with Clarke and Keating (1995) or Dinham (1992), who reported that pay was a neutral facet. Kirby and Grissmer (1993) indicate that in the first eight years of a teacher's career those teachers who receive a slightly higher salary ($2000) almost double the length of time they stay in teaching (p.25). The MetLife Survey (2001) indicated that salary was the top reason given for dissatisfaction by teachers. Higher salaries were reported as the single most important factor for retaining teachers coming from Kirby and Grissmer's 22-year study of 50,000 teachers (p.33). Staying in teaching does not equal satisfaction but the respondents to

this study are aligned with Dinham when he wrote of a connection between JS and attracting and keep teachers in public and private education systems worldwide. It seems inevitable that there would be a correlation of the two factors, monetary compensation and JS, for all but the most altruistic individuals.

2. "The teacher/board collective bargaining process" was reported to be a dissatisfier by 40.3% and a satisfier for 34.9% (mean=3.79) of respondent teachers. The use of the word 'bargaining' would not accurately describe the process. Most teachers in this study would have had very limited input into decisions regarding their salary and benefits. The local school board or higher levels of the religious organization with which the school is affiliated would have decided pay scale and benefits for these teachers. Student enrolment and resulting budgets play a major role in staffing and salary decisions in the schools where these teachers teach. In spite of this situation more than two-thirds of these teachers did not want to be members of the ATA, two-thirds saw value in having an association for private school teachers, and less than one-fifth held Associate memberships in the ATA.

3. "Support services available for integrating special needs students" was found to be a dissatisfier by 43.3% and a satisfier for 41.5% (mean=3.93) of teachers. In Burke (1995) this facet was a dissatisfier for 27.3% of teachers (p.284). Possible explanations for this larger difference include; the lower funding rate that private schools in Alberta receive as compared to their public school counterparts resulting in less financial ability to supply the necessary staff and materials to best meet the needs of these students, and an increase in the number of special needs students in classrooms since Burke's study resulting in more teachers dealing with special needs students.

4. "Support for teachers in dispute with their school system" found 37.3% of teachers (mean=4.00) expressing dissatisfaction and 33.8% satisfaction. In comparing the teaching sub-group (mean=3.81) to the sub-group with administrative responsibilities (mean=4.52) it can be seen that for this facet the perceptions of respondents with administrative responsibilities raised the overall mean. Teachers may face several challenges in this area. Local school boards that answer to no one (lack of appeal process or policies for teachers to use), principals with their own agenda and a personality to pursue it come what may, individual board members with inordinate

amounts of 'power', and lack of education as to the roles of the school board and its members are key reasons teachers may have experienced dissatisfaction. Simply finding oneself powerless to do anything other than observe the mistreatment of another teacher can be very unsettling for colleagues as well. In these school settings teachers quickly learn who are the key power brokers in the school and on the school board, and how to keep their differing views and ideas under wraps if they wish to continue teaching at that location.

5. "Availability of quality technology resources to teachers" was a dissatisfier for 42.6% of teachers and a satisfier for 42.6% (mean=4.04). Teachers under 30 years of age had a mean of 3.44 while those 50 and older had a mean of 4.88. This is not unforeseen when one considers that the younger teachers have more recently completed their post-secondary education in which they had access to and were expected to use and learn from the latest technology. This does not imply that older teachers are experiencing high levels of satisfaction and don't wish for improvement for this facet, rather it is more likely they have 'learned' to make do with what is available. Similar results were found in the MetLife Survey (2001) which gives a lack of resources as being tied for the fourth most dissatisfying item reported by teachers.

6. "The extent to which board members understand the problems faced by teachers" had 38.1% (mean=4.07) of teachers reporting a level of dissatisfaction and 31.1% satisfaction. Almost two-thirds of the rural elementary teachers in Burke's (1995) study experienced dissatisfaction with this facet (p. 287). The high level of dissatisfaction in Burke may be the result of boards being further removed from the teachers with the increase in size of school divisions after the amalgamations across the province of Alberta. Board members and teachers would have greater obstacles to overcome to enable clear communication. In Goddard (2000) the teachers that were a part of the study in Nova Scotia concurred that outsiders didn't understand the stresses of the classroom. The somewhat moderated level of dissatisfaction of the RAPS teachers may be linked to RAPS boards usually being responsible for just one school. The individual board members are more likely to have students attending the school and would participate in many of the same religious and community functions thus having an overlapping relationship with teaching staff in other settings than just a teacher in one of

the schools. The increased level of contact between board and teachers can have positive and negative outcomes depending on the personalities involved and the similarities or differences between values and goals held. The dissatisfaction level for RAPS teachers is still high with almost 4 of 10 teachers indicating dissatisfaction with this facet.

7. "Attitude of society towards teachers" caused dissatisfaction for 32.9% of teachers (mean=4.26) and satisfaction to 46.1%. The dissatisfaction rate of 71.9% was much higher for this facet in Burke's 1995 study (p.288). The teachers in religiously affiliated private schools were interacting with parents and school board members who, in spite of differences they may have experience, were more intimately aware of the financial, time, and energy commitments of the other that allow for their school to exist in the first place. This setting may lessen but not totally remove the negative attitudes that these teachers face from various community circles, media, and society at large. Dinham (1994) shares that the demands upon teachers are steadily increasing on every front, which results in problems "for education and the individuals concerned" (p.19). Implementing new curriculum, getting back to the basics, practicing bus safety and brushing teeth, appropriately sharing manners and values, and in the end 'producing' skilled workers are only a few of the expectations of teachers. Added to this is the way teachers are expected "to act as de facto social workers and family figures while carrying an increased administrative and teaching burden" (p.19). Taking this viewpoint to its negative extremity it is easy so see why almost a third of teachers reported dissatisfaction with this facet.

8. "The way in which consultation between teachers and board is conducted" had 32.9% of teachers reporting dissatisfaction (mean=4.29) and 46.9% with a level of satisfaction. The mean for this facet is slightly higher than it would have been without principal/teachers included. It is probable that a significant portion of RAPS teachers would indicate that many school board members get their information from the stories they hear from their students or other parents. Teachers may find that they are not consulted about areas that concern and impact them most or in which they have expertise to bring to the discussion.

9. "The benefit package you are receiving" caused 53.9% of teachers a degree of dissatisfaction and 34.9% satisfaction (mean=4.31). There is a broad spectrum of benefit

packages available from none, to some RAPS organizations that make up to a certain extent for the lower salaries teachers receive, by offering better benefit packages then available to public and separate school teachers. Retirement plans generally provide a much lower level of benefit than public schools or are simply the teacher's responsibility to carefully plan for their own financial security in retirement.

10. "The status of school teachers in society" was a dissatisfier for 31.8% of teachers (mean= 4.35) and a satisfier for 49.6%. For two-thirds of teachers in Burke's 1995 study, this facet was a dissatisfier as well. The thoughts in number seven above would have considerable overlap with this facet.

11. "The extent to which your school system works to reduce stress for its teachers" found 32.8% of teachers (mean=4.36) experiencing dissatisfaction while 50.2% reported a level of satisfaction. The teachers in Burke (1995) reported almost double the level of dissatisfaction for this facet. On average the size of these schools is smaller than that of the public and separate schools in the same community. Smaller size usually means it is more difficult to miss or ignore stress points for teachers. Speedier acknowledgement and some degree of finding solutions are also more likely with less organizational levels to pass through before resolution. At the same time smaller school organizations generally have less resources to call on to fully deal with challenges or to provide buffers from the stressors which results in teachers accepting certain "inherent" (Dinham, 1994) levels of stress on a variety of fronts.

12. "Practices used to transfer teachers" were a dissatisfier for 25.3% of teachers (mean=4.46) and a satisfier for 46.3%. Sorting the teacher/principals (mean=4.32) from teacher respondents (mean=4.54) gives a view that indicates that principals were more dissatisfied with this facet than the teachers. It may well be that principals have had to deal with board members or boards that wish to, or have used less than professionally acceptable transfer practices directed at other teachers or even the principals themselves. Unfortunately teachers may also have experienced or observed less than proper or ethical practices used to transfer teachers.

13. "Availability of learning resources to use with your students" was a dissatisfying facet for 33.3% of teachers (mean= 4.51) and satisfying for 55.9%. The MetLife Survey of the American Teacher (2001) reports that lack of resources was given

by teachers as the fifth most common reason for teacher dissatisfaction. The teachers in both studies had similar experiences when dealing with the cost of learning resources if purchased, or the substantial investment of time and materials if teacher made. Funding of RAPSs occurs at lower rates than in the public sector and as a result these teachers know about tight budgets, fundraising, buying resources out of pocket, making them or doing without. This can be a disheartening experience for teachers when they know of resources they will not be able to access for their students benefit.

The 13 facets with the greatest dissatisfaction levels discussed here are increasing dissatisfaction for many teachers. These facets are ones that many teachers view themselves as having little or no control over. The sources of this dissatisfaction tend to be structural or administrative according to Dinham (1995, p.10). There are a few of these facets that have a relationship component over which teachers can have influence if they choose. Dinham (1995) agrees that relationships have "the potential to contribute powerfully to both satisfaction and dissatisfaction" (p.10). The facets are largely extrinsic in nature and are perceived by teachers "as detracting from or militating against the 'core business' of teaching students" (Dinham & Scott, 1997, p364).

Comparison to Burke (1995)

Review of the facets occurring in both studies revealed that on average the teachers in Burke reported slightly higher levels of satisfaction for the most satisfying facets and substantially greater levels of dissatisfaction for the facets resulting in dissatisfaction. The teachers in Burke were more likely to select the extreme ends of the rating scale for these facets while the RAPS teachers made choices closer to the middle of the scale. Factors influencing the RAPS teachers could be less exposure or involvement in research, an attitude or mindset that sees dealing with less than perfect conditions as just part of the 'mission', and simply not being used to having the opportunity to freely express opinions and views as they might relate to positive or especially the negative about their job. The less extreme ratings may also be a result of a unwritten compact in some school settings wherein it is not acceptable to complain or question, rather a culture of accepting the way it is and making the best of the situation that a number of teachers referred to as their 'calling'. The absence of association membership for many teachers would also tend to limit their knowledge of the

viewpoints of their peers and others. The teachers in Burke (1995) were quite likely influenced by the provincial government's budget cuts and the amalgamation of many county school divisions as well as having the ATA to encourage sharing the positive rewarding parts of being a teacher and keeping teachers informed and active in relation to the less satisfactory aspects.

Values

The values that are held by the teaching staff in a given RAPS would tend to be more homogenous than the staff of a neighbouring public school. One of Meek's (1998) findings from reviewing National Center for Education statistics was that private school teachers reported stronger agreement of shared beliefs and school mission (p.13).

One of the reasons for increased commonality of values is the likelihood that teachers attend the same religious and social events. Coming from the same faith background would provide teachers with many similar viewpoints for a variety of aspects of life and work. This type of environment with overlapping work, personal, and religious values can be the basis for building social capital (Fritch, 1999), a strong sense of team, support, and organizational commitment for all participants in the school community. It can also influence teachers to be accepting of situations as normal that an independent observer might not. For example Clagg (2002) suggests that beginning teachers are resigned to low salaries. The majority of teachers in this study have to deal with lower salaries throughout their teaching career. Over half of the teachers reported salary as a dissatisfier, yet the overall level of satisfaction was among the top facets.

Other evidence of this comes from the data. Teachers selected 'normal' for a given facet more than any other satisfaction level. Examples are somewhat revealing in that they include facets such as: community expectations of teachers, support for teachers in dispute with the school system, practices used to transfer teachers, and the match between your expectations of your school system and your school system's response. There appears to be a level of resignation or acceptance of the working conditions that was intrinsically compensated for in part by the share values and vision of the school setting.

Though there are several factors at work that tend to strengthen the homogeneous values of teachers in RAPSs this was not a positive experience for all. A teacher

reported being "happier when I did practicum in a public school … the inconsistencies between faith and life, really trouble me". Instances can arise where a teacher with a slightly differing viewpoint can face extreme challenges over an item that in a public school setting wouldn't be given a second thought.

The culture of many of these schools is optimistic and positive. Such an environment though filled with challenges resulting from limited funds for learning resources, facilities and salaries still enables staff to enjoy the satisfaction of a job well done. Clagg (2002) found that teachers generally come to teaching with a sense of calling that compels them to teach. Hwee-Hoon and Boon Choo (2001) reported that a large portion of teachers in their study had a dominant service anchor that strongly related to intrinsic satisfaction. As a new teacher becomes part of a team they learn to accept things they cannot change right now without giving up hope, they learn that complaining is not the norm, they observe the sense of calling and mission of those around them, and find themselves being mentored professionally as well as in the values and culture of the organization. By the end of one year, Domeraki (2002) reported that, first year teachers' perceptions of school building climate were almost the same as the veteran teachers. This is a healthy situation if a positive climate and culture exists. As Dinham (1995) shared, a negative culture in a school may be very disheartening for new teachers.

Evans (2001) discusses the connection between the 'ideal' teaching position that a teacher may envision and the reality of their current position. Evans sees morale, JS, and motivation as hinging on the match or mismatch between the 'ideal' and reality (p.293). Many of the teachers in this study have experienced "work contexts that supported, reinforced and even shaped their perceptions of themselves, both personally and professionally" (Evans, p.302). Workplace effect would be extended even further for these teachers by the shared social and religious input. The somewhat more closely interwoven community fabric these teachers were a part of plays a role in JDS levels reported being quite a bit less extreme than found by Burke (1995), in spite of conditions that would be considered by many to be more lacking than that found in neighbouring public schools. The highest levels of satisfaction were slightly moderated and less exuberant than the teachers in Burke (1995) perhaps for the same reasons.

Findings of Interest

Student related

Seeing the facets asking about students with means in the lower mid-range gave cause for reflection as to potential reasons. The questions asked about teacher's satisfaction with student attitudes to learning and teachers. Teachers responded with their perceptions based on their experience. The researcher had limited the number and content of the questions relating to students. Teacher satisfaction with the central tasks of working with students is well documented by researchers such as Dinham (1994), Klecker and Loadman (1997) and Evans (2001). The questions did not ask about "feeling a sense of accomplishment when students achieve", "satisfaction of being part of the mental and spiritual growth of wonderful young people", "students' excitement toward learning", "satisfaction that what is taught is 'caught'", or the "good rapport with students that makes the job a joy to come to work in the morning". Comments such as these made up the largest grouping, of written responses replying as to factors that contribute most to overall satisfaction. The comments from teachers about students, the sharing of positive working relationships with students, and observing student progress and success have similar themes to King & Peart (1992), Dinham (1994) and Connolly (2000) who writes that, "The teachers interviewed expressed feelings of self-esteem, personal fulfilment, accomplishment, professional pride, personal efficacy, wonder at their responsibility, and awe over what they are able to do with students. This is what keeps them enthusiastic, effective, and committed" (p.56).

Policy Factors: School, Board, and School System

Of the 10 facets in this grouping class size was the only one that appears in the top 12 satisfaction facets. The other nine facets each had between one-fifth and two-fifths of teachers expressing a degree of dissatisfaction. According to Dinham (1995) "Dissatisfiers…were phenomena more 'extrinsic' to the teaching of students and included impacts of changes to educational policies and procedures, …" (p.364). As with the teachers in Australia a sizeable portion of RAPS teachers were dissatisfied with policy factors.

Community and Society

All six facets for this group had between one-third and two-fifths of teachers reporting dissatisfaction. In a study of teacher satisfaction in England, Australia and New Zealand, Dinham & Scott (1998) reported societal factors as first of the dissatisfiers. While not the top of the list as dissatisfiers, RAPS teachers certainly were not all pleased with the selected aspects of community and society surveyed. ATA membership was seen as undesirable by almost three-quarters of respondents. Interestingly, Dickinson (2000) found that non-unionized teachers with less than nine years experience were more satisfied than unionized teachers with similar experience. This finding is duplicated for all facets in this study of RAPS teachers in Alberta.

Female vs. Male

There was little difference in satisfaction levels and of the four facets with substantial differences; three were given higher ratings by males. This result contradicts King & Peart (1992), Burke (1995), Klecker & Loadman (1997) and Puurula (2000) where female teachers had the slightly higher satisfaction levels. The percentages of male and female teachers are not known for King & Peart and Puurula but the percentage of male teachers was higher in this study than in Klecker & Loadman or Burke, which may have influenced the male satisfaction results in this study.

Age

Teachers over 50 years of age reported much more satisfaction than teachers under 30 years of age for most facets with substantial differences. The younger teachers reported higher dissatisfaction particularly with salary and benefits.

Distance to work

Teachers living within five km of the school where they taught had much higher satisfaction levels for the majority of facets with substantial differences than teachers that lived more than 15 km from work.

School and class size

Schools with 201 to 300 students provided higher levels of satisfaction to teachers for the bulk of facets with substantial difference as did class sizes between 21 and 25 students. Schools of over 300 students and class sizes of 26 plus students found teachers on average indicating lowest levels of satisfaction. This data would seem to

indicate that bigger is not always better nor is smaller when considering the impact on teacher satisfaction. The MetLife Survey (2001) reported, "teachers in small schools are more likely than teachers in large to be very satisfied" (p.92). Small schools could be 200 to 300 students. Striking a balance in any school to provide a sense of community without becoming large and impersonal by taking steps to build community within a larger whole, or having such a small number of students that the budget can only provide for a few dedicated but overloaded teachers is a challenge.

Total years teaching and years in present school

Predictably the longer serving teachers had the higher satisfaction ratings for facets with substantial differences. Teachers new to teaching or to a specific school may be considered naïve by some and yet these teachers may observe the gaps, needs, and possibilities of a school situation in bolder colours and sharper contrast then their more acculturated colleagues and be willing to report them as such. Connolly (2000) indicates that, "satisfaction begins to diminish sometime during the third year …" (p.56). This drop in satisfaction tends to reverse with time for teachers that continue teaching. Puurula (2000) also verifies that JS increases slightly with age and experience.

Sex of principal

For all the facets with substantial differences satisfaction levels were higher for teachers with male principals. The percentage of female principals is almost double that of Burke (1995) who had the opposite outcome with female principals engendering higher satisfaction levels. Perhaps to be one of the female principals in Burke one had to be more outstanding than when the cohort percentage is larger as in this study. It may be that more of the RAPS teachers hold 'conservative' views as to the roles of men and women that could have influenced their responses.

Being a principal and teacher

Just over one-quarter of respondents had administration responsibilities. When they were separated into one group and teachers into another, satisfaction levels were substantially different for only five facets. These included decision-making, opportunity for promotion, teacher input into policies, the way in which consultation between teachers and board is conducted, and support for teachers in dispute with school system. The principals would have skewed the means slightly upward for these facets. There are

also facets where the principals 'marked' themselves harder than the teachers did. (see Table 5.15 Appendix A).

Level of formal education

Of the facets with substantial differences teachers with graduate degrees had the high satisfaction levels for most facets. Teachers with a degree in another field and a B. Ed. had most of the lower satisfaction levels for these facets. It is possible that at least some of the teachers with lower JS went into teaching as an alternative after being unsuccessful in pursuit of a career that would have used their first degree.

Leadership

Quality leadership has been connected by a number of researchers to increased job satisfaction of employees. The characteristics of the best leaders overlap with that of the best teachers. Ramsey (1999) writes that "if you see your job as a new chance every day to do better and achieve excellence, you'll find challenge and excitement in your work throughout your career" and "The best leaders don't think of their work as just a job. They perceive it as a calling, a mission and a challenge to do their best". As noted earlier the facets relating to principals in this study were given high levels of satisfaction. Evans (1999, p.294) writes that "Leaders are capable of filling teachers with enthusiasm or making them dread going to work every morning; more significantly, they may exacerbate problems created by the imposition of centrally initiated policy or they may buffer teachers against them". Reference to the satisfaction levels in this study would put the actions and methods of principals largely in the latter, teacher centred category. A study by Epps (2002) of leadership impact on student achievement implied that teacher performance is greatly impacted by teacher JS. Teachers in Epps (2002) expressed the belief that they put forth greater effort when they felt valued which improved their JS and improved student achievement.

Theory fit with study results

There is evidence of a match between the results of this study and that of previous researchers such as Herzberg, Mausner, and Snyderman (1959). The satisfiers or facets that provide satisfaction and the dissatisfiers or facets that lead to dissatisfaction operate independently of each other. There were facets with significant levels of dissatisfaction

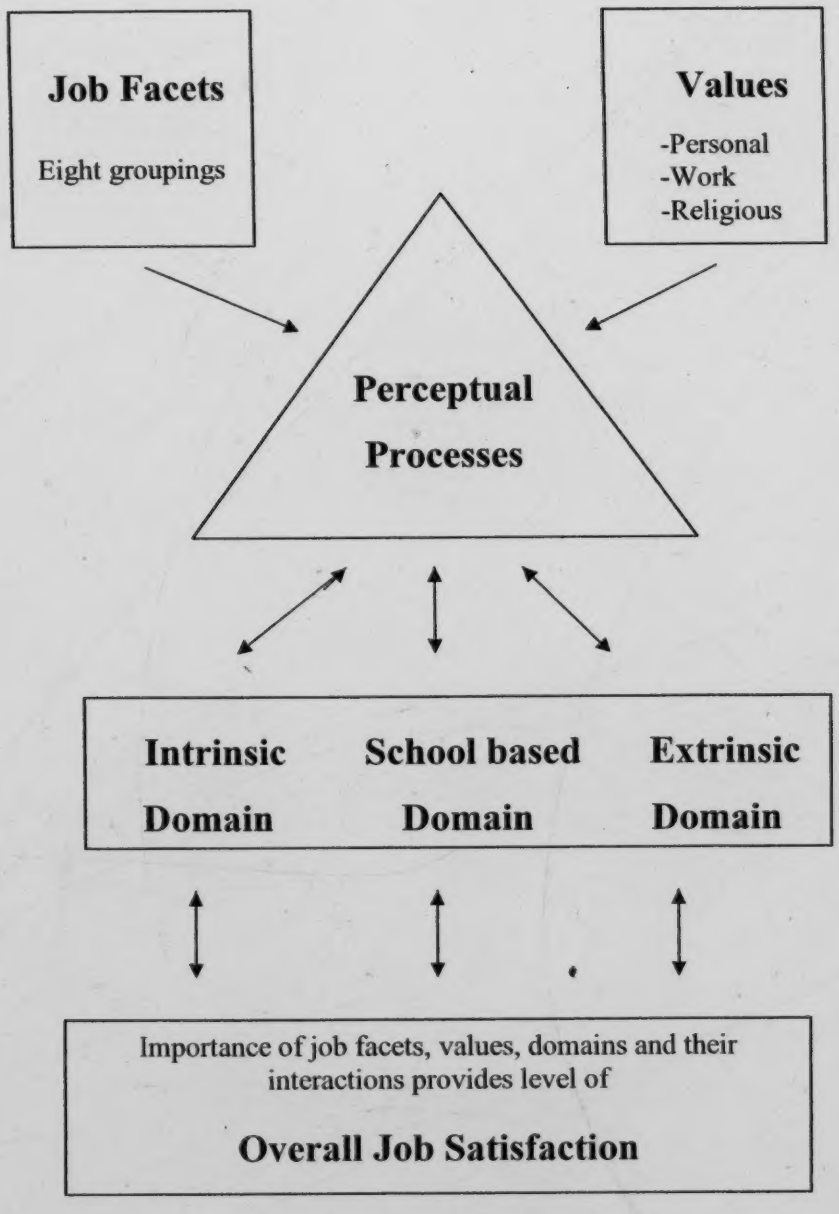

Figure 8.1

Conceptual Framework-Job Satisfaction

and yet the overall satisfaction level of these teachers was quite high. The comparison breaks down somewhat when one looks at the number of high satisfaction facets in this study that involved relationships. Herzberg, Mausner and Snyderman had found "interpersonal relations-supervision" to be dissatisfiers. In contrast Frase (1998) sees organization success closely tied to quality of relationships.

The use of eight job facet groupings is similar to Dinham and Scott (1997). Researchers such as Burke (1995) used 15 groupings and Lawler (1973) uses five groupings. The number of groupings appears to be an arbitrary selection. Similarities exist in the way that the facets with an intrinsic element provide the higher levels of satisfaction while facets with a larger extrinsic component tend to be the dissatisfiers.

Ulriksen (1996) wrote, "evidence has lent support to the concept that factors meeting the intrinsic needs of teachers provided job satisfaction" (p.31). The facets providing the highest levels of satisfaction in this study were almost exclusively of an intrinsic nature and the facets with the high dissatisfaction levels were extrinsic in nature.

The conceptual framework used for this study includes elements of the work of Dinham and Scott (1997). The school-based domain includes those facets that are readily controlled at the school level. Dinham and Scott (1998) suggest that these facets are also the ones that vary the most from school to school and have the most potential to be changed. The facets providing the highest levels of satisfaction in this study were ones that were under the control of the school and staff or the individual teacher. The level of control for a facet by teachers and school tends to decrease as dissatisfaction levels rise. As noted earlier the influence of shared personal, work, and religious values on individual teachers can have a strong positive effect on JS. Nelson and Quick (1994) note that shared values at work led to greater satisfaction and commitment. Similar values are reported by Mindell and Gordon (1981) to bring a number of results like attraction to, identifying with, and conformity to accepted work patterns. If a teacher's values are not a match with the organization and other staff the discomfort and lessened JS can be difficult to overcome.

A teacher's stated values may be similar but the perception process may not be similar resulting in conflict. The ongoing perceptual process by teachers in this study was like the teachers in Burke (1995) in that "Respondents seemed to be 'perpetually

processing' the various facets of their job into those that supported their personal values and those that met their work values or expectations" (p.251). Additionally, religious values would have a larger role and impact for more teachers in the RAPS setting.

The general theories embodied in the conceptual framework were substantiated by the outcomes of this research. One change was made removing the lines separating the intrinsic, school based and extrinsic domains due to finding that facet satisfaction ranged along a continuum rather than distinct categories. There were anomalies at both ends of the spectrum, class size among the high satisfaction facets not being an intrinsic facet, and some of the high dissatisfaction facets having a relationship component that could be controlled by teachers if they were to choose to do so.

Recommendations

The recommendations in this section may or may not have value to each RAPS setting. They are intended to provide the reader with information to compare and learn from the practices of other schools. The probability exists that most schools can benefit from reviewing their current practices and adopting or adapting a few of the recommendations to better meet the goals of their school community.

Teachers

Many teachers have a positive take-charge attitude in the classroom. One respondent replied, "I do everything in my power to improve and maintain a positive attitude and I ask for help when I need it". Scott and Dinham (1999) suggest a significant association between satisfaction and mental well being, teachers with higher satisfaction were less distressed. King & Peart (1992) suggest that as various aspects of the job cause anxiety and stress for some teachers they need to change the way they deal with their job and its requirements or "their performance and health may be seriously affected" (p.100).

Nutrition and fitness play a role in all that we are able to do. Hannaman (2000) and my personal observations coincide that teachers that eat a nutritionally sound diet and exercise regularly have higher energy and more JS. Diet and exercise are areas of life that each teacher controls, which in turn impact all aspects of that teacher's life.

The work of a teacher is relatively open-ended, more can always be done, as a result teachers need be careful to maintain a healthy balance in their lives. A respondent

teacher wrote, "I think satisfaction has to come from within. External things, of course, can influence satisfaction, but ultimately it's rooted inside us. If we can't nurture it ourselves or with the help of others, it's time to switch professions".

Here are a few actions teachers can take to increase the likely hood of experiencing satisfaction in a given position. When you are choosing a school to teach in take time to read the school handbook, to visit or volunteer in the school, to speak with students, teachers, administration, board members and even parents of students. Come to the interview prepared to ask questions that will reveal information that is important to you in areas such as philosophy, policy, working conditions, and expectations of teachers. Review for yourself your 'ideal' position and the one you are being offered for a match on the items that are most important to you. Evans (2001) suggests that, "A good match was one in which the job might be considered to bring out the best in someone" (p.302). Once you make the choice of where you will teach continue each day to choose to enjoy and learn from the challenges that being a teacher and making a difference by touching one life at a time brings. This may contradict the emphasis on 'mission' or 'calling' some RAPS administrators suggest, but to provide the highest quality teaching for your students requires that you attend to your own well being first.

Every teacher is not at the point where they are looking for a job. Teachers may find that they need to continue at their present school for a variety of reasons yet they are not experiencing the level of JS they would prefer. Looking at the top satisfier facets from this study indicates that relationships are key for many to experience higher levels of satisfaction. What have you done recently to strengthen your relationships with students, staff, administration, board and community? Wesley (1998) encourages teachers to "Create partnerships with families, administrators, and other teachers. It won't be easy. Partnerships of this kind meet resistance. They must be forged. Somebody has to keep trying. Decide that it will be you" (p.80). Woods & Weasmer (2002) write, "When veteran teachers and novices share their ideas/practices, benefits are reciprocal" (p.187). Other suggestions from Woods and Weasmer to improve JS and lessen dissatisfaction include; working with other staff towards mutual goals, provide scheduled support or mentoring to colleagues, take advanced course work or degrees, get involved in professional organizations, and make use of listservs and chatboards that

allow teachers to network with a level of anonymity. If something is not as it should be, be prepared to ask yourself what can I do to make a difference. There will always be problems and challenges that come your way but you are the one who controls your values, thoughts, emotions, attitudes, and actions. For that small group of teachers which finds themselves in a totally untenable position, be careful of peers and administration whom emphasize to you your 'mission' and 'calling' over your personal well being, you may have to seek a different placement. As Covey, Merrill & Merrill (1994) have pointed out whether the challenge is great or small you are 'response-able'.

Principals, School Board, School System, and Community

The summary earlier in this chapter reinforces that most teachers in this study were highly satisfied with their relationship with the principal, the trust and confidence the principal had in the teachers, personal support given teachers by the principal, educational leadership of the principal, and clarity of the principal's expectations. According to Billingsley and Cross (1992) "administrative support is an important aspect of building committed and satisfied staff". King & Peart (1992) emphasize, "Appreciation of teachers' efforts by principals is a vital component of teachers' satisfaction with their work" (p.107). Meek (1998) writes that support and "the creation of good workplace environments merits consistent attention and effort"(p. 16). Bowden (2002) reported that the qualitative data revealed that administrative support of teachers and collaborative relationships with teachers provide a very positive influence on teacher JS. Principals, keep doing the things that build relationships for as Frase (1998) reports, quality relationships are key to successful schools.

Principals can review the list of facets providing the greatest levels of dissatisfaction and enter into a dialogue with their staff as to the items to expend resources to influence change in your school setting (Dinham & Scott, 1998). Educational leaders are encouraged to establish wellness programs for staff. One author, Hannaman (2000) suggests that these wellness programs include exercise, nutritional, and stress management components. Connolly (2000) points out "that teachers are professionals who can solve their own problems effectively, efficiently, and independently when teacher dialogue occurs. Teachers know best how to modify and tailor problem-solving to meet their needs and the needs of the students, thus eventually

meeting the needs of administration …" (p. 57). Jones (2002) reports that the majority of teachers come to teaching with a strong sense of passion and mission for teaching that you can't put a dollar value on. It is important to truly listen and find out what motivates your teachers intrinsically and extrinsically. To aid in helping teachers and administrators better understand themselves programs such as Career Achors: Discovering Your Real Values by Schein (1990) can be useful. In turn teachers can experience feeling that their thoughts, ideas and contributions of time and energy to the success of school programs are valued and appreciated, providing intrinsic and extrinsic rewards that can satisfy teachers in ways that a pay check cannot match.

Staff selection is an area where some schools would benefit from reviewing policy and procedure. When hiring takes place, Nelson and Quick (1994, p.500) suggest that congruence between the values and abilities of the individual and values and demands of the organization are carefully considered. Employing teachers and principals with the best possible match will benefit students, staff and community.

The benefits that can result from teacher selected professional development and sabbaticals for energizing staff and improving JS is underutilized. One size fits all professional development is better than none but allowing staff to choose according to their needs and interests would help meet the needs of teachers who desire "better and more relevant PD opportunities". Clagg (2002) found that the beginning teachers studied preferred to select PD that matches their needs. School systems have begun to develop and implement plans where by teachers can take a lower level of salary and benefits for an agreed upon number of years in return for a year of leave with the same salary and benefits in place. Providing these choices in relation to PD and leave would not have to impact on budgets and yet give input and a sense of control over items that matter to teacher learning and well-being.

Teachers choose to resign from a given school for a variety of reasons. Much valuable information leaves with them. School organizations should take the time to have an exit interview with their departing teachers. Ask questions about the strong and not so strong facets of the school and listen and learn for the sake of the ongoing improvement of the school.

There is a connection between teacher satisfaction and retention (Cockburn, 2000) and facets like salary. Kirby and Grissmer (1993) found that a salary that was higher than average in the first years of teaching led to teachers remaining almost twice as long in teaching. It is no secret that RAPSs would welcome additional financial resources. Until the situation changes avoiding the topic will not make it go away. Appropriate communication about a school's finances with staff and sharing of the ongoing efforts being made on behalf of staff to improve their lot in life can strengthen the sense of being a part of an organization that considers the well being of all its stakeholders as important.

The practicum portion of my studies allowed me to observe in a number of RAPSs. At a professional development session a method that was recommended to improve the commitment of board members involved the board member selection process. Potential board members should be willing and able to contribute at least two of the following to the school: significant volunteer time; expertise valuable to the school; or resources as in materials, equipment, and money.

Other practices observed that would go a long ways to improving board teacher consultation and understanding are having requirements, expectations or a culture wherein board members volunteer a specified amount of time each month in the school, spend time each month conversing with the teacher(s) they are assigned (if possible with teachers that don't teach their children), visit with students other than their own, and sign in that they have completed the above and read board meeting materials before they participate in a board meeting. Board and staff getting together socially where the teachers aren't putting on the 'program' for everyone else can contribute very positively to the relationships between the two groups as well. For many schools it would be valuable to have staff representatives other than just the principal attend board meetings. These non-voting teacher representatives can be on a rotating basis or chosen by staff for a term. Teachers bring different perspectives to the board discussion as well as helping to build relationships and understanding between the board and staff. A variety of interaction and opportunities to communicate make it much easier for stakeholders in a given school community to have a sense of shared vision and direction.

Parents, board, and community members that financially and prayerfully support a RAPS can have a very positive impact on teacher JS through some simple and inexpensive ways. Call ahead and visit the school, volunteer (there are endless opportunities), when your conversations involve the school take ownership as in 'our' school rather than 'the' school, express appreciation to staff and board (be creative), let your interactions in the larger community be positive public relations for the school, and use your influence to thoughtfully encourage the government to provide equity for all students. A few ideas that were collected by Hoffman & Mitchell (2001) come from veteran teachers and look at the home side of what parents can do for teacher JS and student success; see that children get enough sleep, eat healthy food, limit television to an hour a day, discuss world events with your child, listen, practice and encourage reading. We touch many lives every day and we have the opportunity to improve the sense of well being of each one.

Teacher Prep

Several new teachers commented rather strongly about the need for improved teacher preparation. They were particularly concerned that they be better equipped to teach language arts, specifically reading. One wrote that a "thorough understanding of some basic areas needs to be a priority … every teacher should be able to teach someone to read … using techniques supported by research".

King and Peart (1992) included a recommendation that faculties of education stress the importance of relationships, "Strategies to establish and maintain good working relationships should be a basic part of teacher education programs" (p. 188).

Government

The Alberta provincial government has provided an environment that is more favourable to RAPSs than most provinces in Canada. Hopefully the ongoing study by various levels of government and input by citizens will lead to further equity in the area of education. A small sample of what teachers wrote includes; "not enough funding to keep up with Alberta Learning' expectations", a "lack of funding to provide for students with mild, moderate, and severe needs", and a "lack of funding for resources at times".

Areas for further study

Future studies could be made more practical for schools if a way of tracking schools with more than five respondents were included. Looking within schools through the eyes of teachers to meet real needs coupled with a familiarity of existing research findings is where Connolly (2000) sees real school reform taking place. Research with specific data and recommendations of facets to attend to for each school would be available. On going research in schools with high teacher satisfaction levels over a number of years could provide for the study of whether there is a difference in learning outcomes for students with teachers who report high levels of JS. The study of changes in satisfaction levels for facets or facet grouping resulting from various causes such as intervention, or changes in government or school policy would lend themselves to longitudinal study as well.

Further studies of JS in Alberta with practical implications could include participants from public, separate, and RAPSs. The opportunity to learn from the successes of each setting, as well as pitfalls to avoid would have value to all groups.

Another setting that has potential for an interesting study would be the RAPSs that have recently become a part of school divisions like Edmonton Public. It would be enlightening to compare the JS levels of teachers who are in those schools to the teachers in this study. Some of the respondents to this study indicated that they were looking forward to their school "becoming an alternate school next year as part of the public school system. This will improve conditions for us as teachers." The perception being that joining a public school division would improve teaching conditions, learning resources, salary and benefits. According to Quaglia, Marion & McIntire (1990) research such as this would also provide the opportunity to check if teacher JS can be manipulated, does it stay at changed level or over time return to previous levels, and are there associated impacts on student learning?

Thinking globally, research including teachers from Alberta and Canada in the research work being done by academics like Dinham and Evans would allow for post-doctoral study and involve and benefit Canadian teachers with the most current understanding of JS knowledge.

Concluding Comments

There is a substantial amount of research that has been done to further the understanding of job satisfaction and more specifically teacher JS. There are some common threads that run through this body of knowledge a few of which will be pulled and tugged at here.

The concepts contained in theories cannot take the place of understanding and knowing the individual teacher and school setting where they teach. Rather theories aid us with a framework from which to compare and contrast and learn from the work of those who have travelled these paths before as decisions are made that impact teachers and their students into the future. Relationships between the members of a school community are critical to build and maintain for each member. The choices and actions of each teacher, administrator, school board member, parent, and member of the larger community that supports a school can influence the level of satisfaction they derive and the quality of the school's environment and culture. Know your own values, the values of your colleagues and of the organization so that the commonalities can become a firm foundation and the differences can be used to stretch and make the whole school organization more flexible and responsive. Take time to celebrate and recognize what is being done well, to build a strong school community and steadily work through the processes that will deal with the less desirable and more challenging aspects.

Educators believe that our students deserve the best. To provide the best student centred learning environments, the school communities within society need to have teacher centred attitudes and attributes that focus on the individual teachers who make a difference in classrooms one student at a time. According to Frase (1998, p.3), "It is irrational to believe that teachers can deliver and maintain stimulating learning environments for their students without the same degree of consideration being given to them". Knowing the importance of teachers' job satisfaction and its impact on student achievement, school organisations intending to attract and retain the best teachers will pay attention to the aspects of the teaching positions and environment in schools that influence teacher job satisfaction.

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APPENDIX A

Questionnaire for teachers in religiously affiliated private schools in Alberta 183

Initial letter to principals 189

Cover letter to principals sent with questionnaires for teachers 190

Cover letter to teachers 191

Letter to principals sent with reminder notes 192

Reminder note 193

Final reminder letter and thank you 194

A Questionnaire:

Designed to collect information about teacher job satisfaction, from teachers in religiously affiliated private schools in Alberta.

The questionnaire has three sections to collect the required information.

The first three pages use a seven point rating scale and a 'not relevant' column to gather your responses to specific items relating to your teaching experience.

The fourth page has questions that allow for open-ended written responses.

The fifth page contains questions that will record personal and professional data.

This is not a timed questionnaire so there is no need to rush or to spend a long time looking for hidden meaning in a question. There are no 'trick' questions.

The use of the word 'teacher' throughout the questionnaire refers to teachers in religiously affiliated private schools.

If you presently teach in an independent school that is not a part of a school or religious system, for questions that refer to 'system' consider your school to be the system.

The anonymity and confidentiality of your completed questionnaire is assured.

1

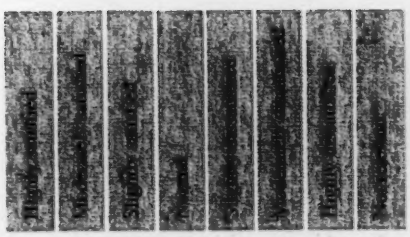
Questionnaire

Please circle the response which best describes your degree of satisfaction.

	Extremely satisfied	Moderately satisfied	Slightly satisfied	Neutral	Slightly dissatisfied	Moderately dissatisfied	Extremely dissatisfied	Not applicable
1. Your relationships with other teachers?	7	6	5	4	3	2	1	0
2. The effectiveness of religion courses?	7	6	5	4	3	2	1	0
3. Your relationship with the principal?	7	6	5	4	3	2	1	0
4. Your involvement with decision-making in your school?	7	6	5	4	3	2	1	0
5. General behavior of students in the school?	7	6	5	4	3	2	1	0
6. Clarity of school goals?	7	6	5	4	3	2	1	0
7. The trust and confidence the principal has in the teachers?	7	6	5	4	3	2	1	0
8. The level of recognition of teacher contributions within the school?	7	6	5	4	3	2	1	0
9. Educational leadership of the principal?	7	6	5	4	3	2	1	0
10. Clarity of the principal's expectations?	7	6	5	4	3	2	1	0
11. Personal support given to teachers by the principal?	7	6	5	4	3	2	1	0
12. The amount of time spent in meetings?	7	6	5	4	3	2	1	0
13. Time you are expected to spend on extra-curricular activities?	7	6	5	4	3	2	1	0
14. Methods used to evaluate teachers?	7	6	5	4	3	2	1	0
15. The integration of special needs students in the regular classroom?	7	6	5	4	3	2	1	0
16. Support services available for integrating special needs students?	7	6	5	4	3	2	1	0
17. Recognition by other teachers in the school of your work?	7	6	5	4	3	2	1	0
18. Your opportunity for promotion?	7	6	5	4	3	2	1	0
19. Intellectual stimulation in your work?	7	6	5	4	3	2	1	0
20. Your sense of achievement in teaching?	7	6	5	4	3	2	1	0

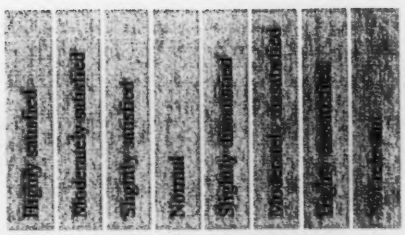
2

Please circle the response which best describes your degree of satisfaction.



21. The prospect of classroom teaching as your lifetime career?	7	6	5	4	3	2	1	0
22. The extent to which the objectives of the religious organization your school is affiliated with are being attained by the school?	7	6	5	4	3	2	1	0
23. Availability of useful professional advice?	7	6	5	4	3	2	1	0
24. Methods used in selection of school administrators?	7	6	5	4	3	2	1	0
25. Practices used to transfer teachers?	7	6	5	4	3	2	1	0
26. Availability of learning resources to use with your students?	7	6	5	4	3	2	1	0
27. The number of students in my class or classes?	7	6	5	4	3	2	1	0
28. Fairness in treatment of all teachers?	7	6	5	4	3	2	1	0
29. Your job security?	7	6	5	4	3	2	1	0
30. Opportunities to learn from and share with other teachers?	7	6	5	4	3	2	1	0
31. Extent to which staff are granted leave for further studies?	7	6	5	4	3	2	1	0
32. The extent to which you feel that central office administrators are supportive of individual teachers?	7	6	5	4	3	2	1	0
33. Level of monetary compensation you receive for your work?	7	6	5	4	3	2	1	0
34. The benefit package you are receiving?	7	6	5	4	3	2	1	0
35. The extent to which your school system keeps you informed about matters related to your job. (e.g. finances, policies)?	7	6	5	4	3	2	1	0
36. The extent to which your school system works to reduce stress for its teachers?	7	6	5	4	3	2	1	0
37. The teacher/board collective bargaining process?	7	6	5	4	3	2	1	0
38. The way in which consultation between teachers and board is conducted?	7	6	5	4	3	2	1	0

Please circle the response which best describes your degree of satisfaction.



39. Teacher input into your school system policies?	7	6	5	4	3	2	1	0
40. The extent to which board members understand the problems faced by teachers?	7	6	5	4	3	2	1	0
41. The match between your expectations of your school system and your school system's response?	7	6	5	4	3	2	1	0
42. Status of schoolteachers in society?	7	6	5	4	3	2	1	0
43. Attitude of society towards teachers?	7	6	5	4	3	2	1	0
44. Attitude of parents towards education?	7	6	5	4	3	2	1	0
45. Involvement of parents in school activities?	7	6	5	4	3	2	1	0
46. Attitudes of students towards learning?	7	6	5	4	3	2	1	0
47. Community expectations of teachers?	7	6	5	4	3	2	1	0
48. Community support of teachers?	7	6	5	4	3	2	1	0
49. Attitudes of students towards teachers?	7	6	5	4	3	2	1	0
50. Availability of quality technology resources to teachers?	7	6	5	4	3	2	1	0
51. The extent stated values are practiced in the school?	7	6	5	4	3	2	1	0
52. Teacher access to professional development activities?	7	6	5	4	3	2	1	0
53. Public relations carried out by your school system?	7	6	5	4	3	2	1	0
54. Support for teachers in dispute with your school system?	7	6	5	4	3	2	1	0
55. Your overall level of satisfaction with your job as a teacher?	7	6	5	4	3	2	1	0

56. Please list up to three factors, which contribute most to your overall satisfaction in your work as a teacher?

a. _____

b. _____

c. _____

57. Please list up to three factors, which contribute most to your overall dissatisfaction in your work as a teacher.

a. _____

b. _____

c. _____

58. What do you feel your school or school system can do to improve working conditions for teachers?

_____
_____
_____
_____
_____
_____
_____

59. Do you have any other comments regarding job satisfaction?

_____
_____
_____
_____
_____
_____

_____

(If you need more space to respond you can use additional paper or write on back of questionnaire.)

For each question please circle the number of the answer applicable to your situation or fill in the blank.

60. What is your sex? 1. Female 2. Male

61. What was your age on January 1, 2001?
1. under 25 2. 25-29 3. 30-34 4. 35-39 5. 40-44
6. 45-49 7. 50-54 8. 55-59 9. 60 and over

62. What is your marital status?
1. single 2. married 3. divorced 4. other

63. Do some of your responsibilities include school administration? 1. Yes 2. No
If yes, what percentage of your workload is teaching? _____

64. Where is your present residence located?
1. One km or less from the school in which you teach.
2. Two to five kms from the school in which you teach.
3. Six to fifteen kms from the school in which you teach.
4. More than fifteen kms from the school in which you teach.

65. The number of students in your school?
1. 50 or less 2. 51 - 100 3. 100 - 200 4. 200 – 300 5. 300 or more

66. The number of students in your class or classes is:
1. 15 or less 2. 16 - 20 3. 21 - 25 4. 26 – 30 5. 30 or more

67. How many years of experience do you have as an educator? (Count the present year as a full year.)
1. Total _____ 2. In your present school _____ 3. In your present school system _____

68. What is your major teaching assignment? _____

69. (a) Are you an associate member of the ATA? 1. Yes 2. No
(b) If not, would there be value in some form of teacher association for private school teachers? 1. Yes 2. No
(c) Would you prefer to be a full member of the ATA? 1. Yes 2. No

70. What is your contract status?
1. full-time permanent 2. full-time temporary
3. permanent part-time 4. temporary part-time

71. (a) Is your major teaching assignment consistent with your training? 1. Yes 2. No
(b) Is your teaching assignment consistent with your experience? 1. Yes 2. No

72. What sex is your principal? 1. Female 2. Male

73. What level of formal education have you attained?
1. Teaching certificate 2. Bachelor of Education
3. Degree in another field and B.Ed. 4. Masters 5. Doctorate

Thank You, for your time, your thoughts and responses, and their contribution to this study.

Please place completed questionnaire in envelope provided, seal and mail.

APPENDIX B

Table 5.15	**196**
Table 6.1	**200**
Table 6.3	**204**
Table 6.5	**209**
Table 6.7	**214**

Table 5.15

Mean Satisfaction Scores for Teachers With Administrative Responsibilities Compared to Teachers Without Administrative Responsibilities

	Administration & Teaching			Teaching			
Item	n	mean	s.d.	n	mean	s.d.	Difference of means
1. Your relationships with other teachers	65	6.45	0.75	174	6.22	1.26	0.23
2. The effectiveness of religion courses	64	5.64	1.23	158	5.52	1.44	0.12
3. Your relationship with the principal	45	6.38	1.15	176	6.13	1.47	0.25
4. Your involvement with decision-making in your school	65	6.22	1.05	175	5.31	1.67	0.91
5. General behavior of students in the school	65	5.82	0.98	176	5.30	1.59	0.51
6. Clarity of school goals	66	5.53	1.47	175	5.53	1.52	0.00
7. The trust and confidence the principal has in the teachers	56	6.11	1.07	176	6.16	1.37	-0.05
8. The level of recognition of teacher contributions within the school	63	5.54	1.37	174	5.39	1.75	0.15
9. Educational leadership of the principal	52	5.81	1.39	174	5.74	1.69	0.07
10. Clarity of the principal's expectations	51	5.78	1.49	176	5.64	1.67	0.15
11. Personal support given to teachers by the principal	55	5.87	1.52	176	5.86	1.64	0.01
12. The amount of time spent in meetings	66	5.33	1.46	175	4.97	1.62	0.37
13. Time you are expected to spend on extra-curricular activities	60	5.15	1.63	169	4.84	1.81	0.31
14. Methods used to evaluate teachers	59	5.02	1.54	170	5.03	1.62	-0.01
15. The integration of special needs students in the regular classroom	57	4.98	1.63	157	4.59	1.72	0.39

Table 5.15 (continued)

Item	Administration & Teaching			Teaching			Difference of means
	n	mean	s.d.	n	mean	s.d.	
16. Support services available for integrating special needs students	56	4.05	1.69	159	3.91	2.03	0.15
17. Recognition by other teachers in the school of your work	62	5.48	1.33	170	5.28	1.55	0.21
18. Your opportunity for promotion	55	5.20	1.63	139	4.43	1.81	0.77
19. Intellectual stimulation in your work	66	5.82	1.28	175	5.45	1.37	0.37
20. Your sense of achievement in teaching	66	5.98	1.13	176	5.78	1.34	0.21
21. The prospect of classroom teaching as your lifetime career	63	5.78	1.26	169	5.73	1.59	0.05
22. The extent to which the objectives of the religious organization your school is affiliated with are being attained by the school	62	5.45	1.17	154	5.49	1.52	-0.04
23. Availability of useful professional advice	65	5.02	1.54	172	4.74	1.71	0.28
24. Methods used in selection of school administrators	55	4.98	1.84	146	4.79	1.87	0.19
25. Practices used to transfer teachers	34	4.32	2.08	61	4.54	1.80	-0.22
26. Availability of learning resources to use with your students	65	4.74	1.50	176	4.45	1.80	0.28
27. The number of students in my class or classes	66	5.91	1.45	174	5.87	1.55	0.04
28. Fairness in treatment of all teachers	63	5.75	1.52	173	5.63	1.78	0.12
29. Your job security	65	5.51	1.84	171	5.38	1.95	0.13
30. Opportunities to learn from and share with other teachers	66	5.41	1.56	174	5.19	1.62	0.22

Table 5.15 (continued)

Item	Administration & Teaching			Teaching			
	n	mean	s.d.	n	mean	s.d.	Difference of means
31. Extent to which staff are granted leave for further studies	56	4.43	1.88	123	4.83	1.88	-0.40
32. The extent to which you feel that central office administrators are supportive of individual teachers	50	5.42	1.64	144	5.22	1.85	0.20
33. Level of monetary compensation you receive for your work	66	3.74	2.03	173	3.53	1.95	0.21
34. The benefit package you are receiving	61	4.49	1.88	151	4.26	1.96	0.23
35. The extent to which your school system keeps you informed about matters related to your job	66	5.02	1.73	173	4.83	1.82	0.18
36. The extent to which your school system works to reduce stress for its teachers	65	4.51	1.84	174	4.32	1.84	0.19
37. The teacher/board collective bargaining process	33	3.73	1.96	116	3.80	1.87	-0.07
38. The way in which consultation between teachers and board is conducted	60	4.72	1.91	151	4.15	1.87	0.57
39 Teacher input into your school system policies	63	5.48	1.57	170	4.73	1.74	0.75
40. The extent to which board members understand the problems faced by teachers	66	4.32	1.91	168	3.98	1.80	0.34
41. The match between your expectations of your school system and your school system's response	60	5.00	1.29	169	4.55	1.60	0.45
42. Status of schoolteachers in society	66	4.58	1.82	174	4.27	1.61	0.31
43. Attitude of society towards teachers	66	4.41	1.82	175	4.21	1.62	0.20

Table 5.15 (continued)

Item	Administration & Teaching			Teaching			
	n	mean	s.d.	n	mean	s.d.	Difference of means
44. Attitude of parents towards education	66	4.71	1.48	176	4.55	1.59	0.16
45. Involvement of parents in school activities	66	4.98	1.73	176	5.11	1.65	-0.12
46. Attitudes of students towards learning	66	4.55	1.34	176	4.70	1.68	-0.15
47. Community expectations of teachers	66	4.59	1.38	168	4.57	1.49	0.02
48. Community support of teachers	66	4.80	1.52	170	4.54	1.51	0.26
49. Attitudes of students towards teachers	66	5.06	1.30	176	4.97	1.61	0.09
50. Availability of quality technology resources to teachers	66	4.14	1.79	176	4.01	1.92	0.12
51. The extent stated values are practiced in the school	65	5.29	1.30	174	5.28	1.55	0.02
52. Teacher access to professional development activities	66	5.18	1.51	175	5.16	1.71	0.02
53. Public relations carried out by your school system	62	4.52	1.47	164	4.55	1.60	-0.04
54. Support for teachers in dispute with your school system	37	4.54	1.57	105	3.81	1.82	0.73
55. Your overall level of satisfaction with your job as a teacher	65	5.83	0.93	175	5.68	1.36	0.15

Response scale: 1 = highly dissatisfied, 2 = moderately dissatisfied, 3 = slightly dissatisfied, 4 = normal, 5 = slightly satisfied, 6 = moderately satisfied, 7 = highly satisfied

Table 6.1

Mean Satisfaction Scores for Teachers Grouped by Sex of Respondents for All Facets

	Female			Male		
	N	Mean	s.d.	N	Mean	s.d.
1. Your relationships with other teachers	154	6.31	1.14	85	6.24	1.17
2. The effectiveness of religion courses	142	5.61	1.43	80	5.45	1.30
3. Your relationship with the principal	151	6.18	1.40	70	6.19	1.45
4. Your involvement with decision-making in your school	156	5.47	1.58	84	5.71	1.58
5. General behavior of students in the school	157	5.46	1.50	84	5.39	1.40
6. Clarity of school goals	157	5.52	1.58	84	5.56	1.36
7. The trust and confidence the principal has in the teachers	153	6.23	1.29	79	5.99	1.33
8. The level of recognition of teacher contributions within the school	154	5.46	1.64	83	5.36	1.69
9. Educational leadership of the principal	151	5.81	1.58	75	5.63	1.70
10. Clarity of the principal's expectations	152	5.70	1.62	75	5.61	1.66
11. Personal support given to teachers by the principal	153	5.96	1.53	78	5.68	1.73
12. The amount of time spent in meetings	156	5.06	1.61	85	5.08	1.54
13. Time you are expected to spend on extra-curricular activities	146	4.80	1.86	83	5.13	1.57
14. Methods used to evaluate teachers	152	5.11	1.59	77	4.87	1.62
15. The integration of special needs students in the regular classroom	135	4.70	1.74	79	4.70	1.64
16. Support services available for integrating special needs students	138	3.81	2.07	77	4.18	1.68
17. Recognition by other teachers in the school of your work	151	5.44	1.44	81	5.12	1.58

Table 6.1 (continued)

	Female			Male		
	N	Mean	s.d.	N	Mean	s.d.
18. Your opportunity for promotion	127	4.63	1.76	67	4.69	1.86
19. Intellectual stimulation in your work	156	5.64	1.27	85	5.39	1.47
20. Your sense of achievement in teaching	157	5.87	1.34	85	5.78	1.18
21. The prospect of classroom teaching as your lifetime career	151	5.86	1.50	81	5.52	1.50
22. The extent to which the objectives of the religious organization your school is affiliated with are being attained by the school	138	5.52	1.48	78	5.41	1.32
23. Availability of useful professional advice	155	4.70	1.67	82	5.02	1.65
24. Methods used in selection of school administrators	133	4.74	1.85	68	5.04	1.89
25. Practices used to transfer teachers	64	4.19	1.96	31	5.03	1.66
26. Availability of learning resources to use with your students	156	4.48	1.79	85	4.62	1.62
27. The number of students in my class or classes	156	5.94	1.51	84	5.79	1.55
28. Fairness in treatment of all teachers	153	5.52	1.82	83	5.93	1.47
29. Your job security	154	5.31	1.97	82	5.62	1.81
30. Opportunities to learn from and share with other teachers	156	5.25	1.60	84	5.25	1.61
31. Extent to which staff are granted leave for further studies	109	4.64	1.84	70	4.80	1.95
32. The extent to which you feel that central office administrators are supportive of individual teachers	131	5.16	1.83	63	5.51	1.69
33. Level of monetary compensation you receive for your work	154	3.40	1.95	85	3.93	1.98
34. The benefit package you are receiving	134	4.23	1.99	78	4.49	1.84

Table 6.1 (continued)

	Female			Male		
	N	Mean	s.d.	N	Mean	s.d.
35. The extent to which your school system keeps you informed about matters related to your job	155	4.72	1.84	84	5.19	1.68
36. The extent to which your school system works to reduce stress for its teachers	155	4.30	1.91	84	4.50	1.70
37. The teacher/board collective bargaining process	102	3.69	1.82	47	4.00	2.02
38. The way in which consultation between teachers and board is conducted	138	4.13	1.97	73	4.64	1.72
39 Teacher input into your school system policies	151	4.81	1.77	82	5.16	1.63
40. The extent to which board members understand the problems faced by teachers	152	3.91	1.80	82	4.38	1.86
41. The match between your expectations of your school system and your school system's response	149	4.58	1.52	80	4.84	1.55
42. Status of schoolteachers in society	155	4.26	1.69	85	4.53	1.64
43. Attitude of society towards teachers	156	4.23	1.69	85	4.33	1.67
44. Attitude of parents towards education	157	4.57	1.61	85	4.64	1.47
45. Involvement of parents in school activities	157	5.08	1.78	85	5.06	1.47
46. Attitudes of students towards learning	157	4.85	1.56	85	4.29	1.59
47. Community expectations of teachers	149	4.51	1.47	85	4.69	1.42
48. Community support of teachers	151	4.56	1.49	85	4.71	1.56
49. Attitudes of students towards teachers	157	5.11	1.50	85	4.78	1.57
50. Availability of quality technology resources to teachers	157	3.89	1.89	85	4.33	1.83

Table 6.1 (continued)

	Female			Male		
	N	Mean	s.d.	N	Mean	s.d.
51. The extent stated values are practiced in the school	155	5.29	1.54	84	5.26	1.37
52. Teacher access to professional development activities	156	5.10	1.70	85	5.29	1.58
53. Public relations carried out by your school system	147	4.49	1.58	79	4.65	1.54
54. Support for teachers in dispute with your school system	97	3.87	1.70	45	4.29	1.94
55. Your overall level of satisfaction with your job as a teacher	155	5.75	1.33	85	5.67	1.11

Response scale: 1 = highly dissatisfied, 2 = moderately dissatisfied, 3 = slightly dissatisfied, 4 = normal, 5 = slightly satisfied, 6 = moderately satisfied, 7 = highly satisfied

Table 6.3

Mean Satisfaction Scores for Teachers Grouped by Age for All Facets

	Under 30			30 - 39			50 - 49			50 and over		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
1. Your relationships with other teachers	52	6.44	1.16	71	6.25	1.04	67	6.27	1.11	48	6.15	1.35
2. The effectiveness of religion courses	50	5.52	1.18	65	5.63	1.40	62	5.48	1.46	44	5.55	1.50
3. Your relationship with the principal	50	6.38	1.01	64	6.20	1.32	60	6.17	1.60	46	5.93	1.64
4. Your involvement with decision-making in your school	52	5.56	1.42	70	5.46	1.63	67	5.67	1.65	50	5.52	1.63
5. General behavior of students in the school	52	5.27	1.34	71	5.58	1.43	67	5.49	1.48	50	5.32	1.62
6. Clarity of school goals	52	5.19	1.36	71	5.56	1.65	67	5.58	1.44	50	5.76	1.53
7. The trust and confidence the principal has in the teachers	50	6.28	1.03	66	6.24	1.27	65	6.02	1.36	50	6.04	1.52
8. The level of recognition of teacher contributions within the school	51	5.33	1.56	71	5.54	1.67	64	5.41	1.70	50	5.36	1.72
9. Educational leadership of the principal	50	5.90	1.22	66	5.77	1.62	62	5.65	1.74	47	5.68	1.87
10. Clarity of the principal's expectations	50	5.82	1.12	66	5.71	1.62	62	5.58	1.69	48	5.54	1.99
11. Personal support given to teachers by the principal	51	5.98	1.29	65	5.77	1.64	64	5.92	1.66	50	5.78	1.82

Table 6.3 (continued)

	Under 30			30 - 39			50 - 49			50 and over		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
12. The amount of time spent in meetings	52	5.04	1.52	72	4.96	1.60	66	4.97	1.63	50	5.42	1.55
13. Time you are expected to spend on extra-curricular activities	48	4.56	1.82	67	4.93	1.68	66	4.61	1.86	47	5.74	1.45
14. Methods used to evaluate teachers	51	4.90	1.51	68	5.01	1.71	62	4.94	1.56	47	5.28	1.60
15. The integration of special needs students in the regular classroom	46	4.48	1.77	65	4.58	1.65	60	4.68	1.67	43	5.12	1.72
16. Support services available for integrating special needs students	49	3.43	2.00	64	3.97	1.81	59	4.03	1.92	42	4.40	2.05
17. Recognition by other teachers in the school of your work	51	5.24	1.46	67	5.40	1.37	66	5.33	1.56	47	5.30	1.63
18. Your opportunity for promotion	42	4.29	1.71	57	4.35	1.77	56	4.91	1.73	38	5.13	1.91
19. Intellectual stimulation in your work	52	5.37	1.24	72	5.64	1.25	66	5.61	1.48	50	5.54	1.46
20. Your sense of achievement in teaching	52	5.71	1.18	72	5.90	1.22	67	5.78	1.35	50	5.92	1.43
21. The prospect of classroom teaching as your lifetime career	50	5.32	1.74	71	5.83	1.24	66	5.74	1.54	44	6.05	1.51
22. The extent to which the objectives of the religious organization your school is affiliated with are being attained by the school	48	5.46	1.32	64	5.55	1.37	62	5.39	1.54	41	5.54	1.50

Table 6.3 (continued)

	Under 30			30 - 39			50 - 49			50 and over		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
23. Availability of useful professional advice	51	4.78	1.51	72	4.85	1.73	66	4.67	1.62	47	5.00	1.83
24. Methods used in selection of school administrators	41	4.73	1.83	56	4.95	1.88	59	4.75	1.85	44	4.95	1.94
25. Practices used to transfer teachers	21	4.10	1.67	26	3.85	1.71	28	4.82	1.89	19	5.21	2.20
26. Availability of learning resources to use with your students	52	3.94	1.66	72	4.64	1.68	67	4.61	1.76	49	4.92	1.72
27. The number of students in my class or classes	52	5.56	1.76	71	5.73	1.67	66	6.08	1.24	50	6.16	1.31
28. Fairness in treatment of all teachers	52	5.52	1.82	69	5.59	1.83	66	5.62	1.61	48	5.94	1.58
29. Your job security	50	5.78	1.59	72	5.24	2.02	67	5.33	1.79	46	5.39	2.24
30. Opportunities to learn from and share with other teachers	52	5.31	1.54	71	5.35	1.62	67	4.97	1.69	49	5.39	1.51
31. Extent to which staff are granted leave for further studies	37	4.54	1.71	52	5.10	1.77	55	4.49	1.93	35	4.63	2.12
32. The extent to which you feel that central office administrators are supportive of individual teachers	45	5.02	1.95	56	5.30	1.88	52	5.23	1.76	40	5.53	1.55
33. Level of monetary compensation you receive for your work	50	2.94	1.82	72	3.54	1.94	66	3.64	1.99	50	4.28	1.96
34. The benefit package you are receiving	40	3.75	1.94	66	4.36	2.01	60	4.33	1.78	45	4.80	1.96

Table 6.3 (continued)

	Under 30			30 - 39			50 - 49			50 and over		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
35. The extent to which your school system keeps you informed about matters related to your job	51	4.43	1.55	72	4.99	1.98	66	4.85	1.74	49	5.27	1.79
36. The extent to which your school system works to reduce stress for its teachers	51	3.96	1.89	72	4.50	1.88	65	4.26	1.68	50	4.74	1.88
37. The teacher/board collective bargaining process	42	3.43	1.67	44	3.68	2.19	40	4.18	1.74	23	3.96	1.85
38. The way in which consultation between teachers and board is conducted	50	3.94	1.78	64	4.28	2.12	54	4.50	1.69	43	4.53	1.92
39 Teacher input into your school system policies	49	4.49	1.70	70	4.89	1.85	63	5.21	1.55	50	5.08	1.76
40. The extent to which board members understand the problems faced by teachers	51	3.63	1.78	71	4.07	2.03	63	4.29	1.67	48	4.29	1.77
41. The match between your expectations of your school system and your school system's response	52	4.35	1.34	63	4.71	1.65	64	4.72	1.46	50	4.88	1.65
42. Status of schoolteachers in society	52	3.79	1.81	72	4.29	1.72	67	4.45	1.53	48	4.92	1.50
43. Attitude of society towards teachers	52	3.69	1.79	72	4.28	1.72	67	4.27	1.52	49	4.84	1.56
44. Attitude of parents towards education	52	4.37	1.50	72	4.43	1.67	67	4.69	1.54	50	4.94	1.46

Table 6.3 (continued)

	Under 30			30 - 39			50 - 49			50 and over		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
45. Involvement of parents in school activities	52	5.10	1.60	72	4.97	1.70	67	5.04	1.68	50	5.20	1.73
46. Attitudes of students towards learning	52	4.58	1.47	72	4.89	1.50	67	4.37	1.70	50	4.74	1.66
47. Community expectations of teachers	50	4.34	1.30	71	4.62	1.51	65	4.43	1.41	47	4.94	1.55
48. Community support of teachers	51	4.39	1.31	71	4.66	1.55	65	4.48	1.58	48	4.92	1.53
49. Attitudes of students towards teachers	52	4.92	1.37	72	5.01	1.53	67	4.87	1.63	50	5.16	1.56
50. Availability of quality technology resources to teachers	52	3.44	1.85	72	3.97	1.82	67	4.00	1.83	50	4.88	1.83
51. The extent stated values are practiced in the school	52	5.37	1.31	70	5.36	1.55	67	5.00	1.54	49	5.43	1.46
52. Teacher access to professional development activities	52	5.08	1.69	72	5.22	1.71	66	5.06	1.56	50	5.32	1.72
53. Public relations carried out by your school system	51	4.41	1.37	65	4.40	1.66	63	4.76	1.44	47	4.60	1.77
54. Support for teachers in dispute with your school system	33	3.48	1.64	42	4.19	1.80	43	4.26	1.92	24	3.92	1.64
55. Your overall level of satisfaction with your job as a teacher	52	5.60	1.22	72	5.81	1.10	67	5.73	1.34	48	5.71	1.41

Response scale: 1 = highly dissatisfied, 2 = moderately dissatisfied, 3 = slightly dissatisfied, 4 = normal, 5 = slightly satisfied, 6 = moderately satisfied, 7 = highly satisfied

Table 6.5

Mean Satisfaction Scores for Teachers Grouped by Distance from Residence to School for All Facets

	One km or less			2 – 5 km			6 – 15 km			More than 15 km		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
1. Your relationships with other teachers	37	6.41	0.86	67	6.15	1.41	67	6.24	1.18	66	6.36	0.97
2. The effectiveness of religion courses	32	5.75	1.14	64	5.53	1.47	64	5.34	1.50	60	5.67	1.28
3. Your relationship with the principal	32	6.22	1.45	62	6.18	1.54	61	6.03	1.49	64	6.28	1.19
4. Your involvement with decision-making in your school	37	5.57	1.48	67	5.76	1.62	68	5.38	1.78	66	5.48	1.39
5. General behavior of students in the school	37	5.57	1.37	68	5.51	1.47	68	5.46	1.38	66	5.27	1.63
6. Clarity of school goals	37	5.84	1.24	67	5.64	1.25	68	5.25	1.70	67	5.51	1.65
7. The trust and confidence the principal has in the teachers	36	6.22	1.29	64	6.25	1.28	65	6.02	1.44	65	6.11	1.21
8. The level of recognition of teacher contributions within the school	36	5.44	1.78	67	5.52	1.60	67	5.31	1.84	65	5.40	1.49
9. Educational leadership of the principal	32	5.75	1.80	63	5.84	1.50	65	5.63	1.79	64	5.77	1.50
10. Clarity of the principal's expectations	33	5.55	1.77	63	5.89	1.37	65	5.49	1.82	64	5.66	1.60
11. Personal support given to teachers by the principal	36	5.75	1.87	64	6.06	1.45	64	5.80	1.74	65	5.78	1.49

Table 6.5 (continued)

	One km or less			2 – 5 km			6 – 15 km			More than 15 km		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
12. The amount of time spent in meetings	37	5.41	1.72	67	5.03	1.39	68	4.81	1.65	67	5.13	1.61
13. Time you are expected to spend on extra-curricular activities	33	5.27	1.81	66	5.02	1.57	66	4.61	1.87	62	4.92	1.81
14. Methods used to evaluate teachers	31	5.19	1.51	65	5.11	1.61	65	4.78	1.62	66	5.06	1.61
15. The integration of special needs students in the regular classroom	33	4.70	1.78	59	4.98	1.70	63	4.49	1.61	58	4.60	1.77
16. Support services available for integrating special needs students	31	3.84	1.73	60	4.08	1.95	63	3.79	1.89	60	4.05	2.12
17. Recognition by other teachers in the school of your work	36	5.28	1.80	65	5.35	1.60	65	5.35	1.41	64	5.27	1.30
18. Your opportunity for promotion	25	5.32	1.70	54	4.85	1.77	58	4.34	1.90	55	4.40	1.65
19. Intellectual stimulation in your work	37	5.57	1.68	67	5.61	1.30	68	5.56	1.31	67	5.45	1.27
20. Your sense of achievement in teaching	37	5.92	1.34	68	5.93	1.25	68	5.78	1.29	67	5.75	1.33
21. The prospect of classroom teaching as your lifetime career	34	5.82	1.38	64	5.55	1.55	68	5.56	1.55	64	6.05	1.46
22. The extent to which the objectives of the religious organization your school is affiliated with are being attained by the school	34	5.47	1.33	63	5.38	1.46	60	5.57	1.39	57	5.47	1.50

Table 6.5 (continued)

	One km or less			2 – 5 km			6 – 15 km			More than 15 km		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
23. Availability of useful professional advice	37	5.00	1.58	65	4.77	1.77	67	4.60	1.72	66	4.91	1.53
24. Methods used in selection of school administrators	30	4.73	2.05	56	5.21	1.64	58	4.66	1.91	55	4.65	1.92
25. Practices used to transfer teachers	8	4.50	2.07	27	4.52	1.85	26	4.77	1.88	32	4.06	1.97
26. Availability of learning resources to use with your students	37	4.51	1.77	67	4.90	1.64	68	4.34	1.81	67	4.33	1.68
27. The number of students in my class or classes	36	5.75	1.48	67	6.01	1.49	68	5.72	1.61	67	5.96	1.51
28. Fairness in treatment of all teachers	36	5.64	1.73	67	6.03	1.39	66	5.55	1.78	65	5.38	1.92
29. Your job security	35	5.46	1.99	67	5.90	1.51	67	5.25	2.01	65	5.02	2.09
30. Opportunities to learn from and share with other teachers	37	5.24	1.74	67	5.27	1.62	68	5.10	1.75	66	5.35	1.36
31. Extent to which staff are granted leave for further studies	26	4.58	2.02	52	4.96	1.80	52	4.65	1.91	49	4.55	1.89
32. The extent to which you feel that central office administrators are supportive of individual teachers	30	5.60	1.79	55	5.33	1.81	52	5.60	1.64	56	4.73	1.85
33. Level of monetary compensation you receive for your work	37	3.73	1.92	67	4.13	1.94	68	3.31	1.99	65	3.25	1.90
34. The benefit package you are receiving	30	4.53	2.01	59	4.75	1.85	63	4.37	1.89	59	3.71	1.92

Table 6.5 (continued)

	One km or less			2 – 5 km			6 – 15 km			More than 15 km		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
35. The extent to which your school system keeps you informed about matters related to your job	37	5.14	1.70	67	5.18	1.62	67	4.81	1.86	66	4.50	1.92
36. The extent to which your school system works to reduce stress for its teachers	37	4.57	1.77	68	4.41	1.76	67	4.37	1.89	65	4.20	1.93
37. The teacher/board collective bargaining process	19	3.95	1.68	45	3.93	1.92	43	3.51	2.02	41	3.78	1.81
38. The way in which consultation between teachers and board is conducted	28	4.50	1.82	65	4.48	1.89	62	4.10	2.09	55	4.20	1.71
39 Teacher input into your school system policies	33	5.30	1.49	66	5.09	1.64	67	4.73	1.94	65	4.78	1.66
40. The extent to which board members understand the problems faced by teachers	34	4.00	1.67	68	4.25	1.79	67	3.91	1.99	63	4.05	1.81
41. The match between your expectations of your school system and your school system's response	37	5.03	1.38	65	4.69	1.49	63	4.60	1.65	62	4.47	1.53
42. Status of schoolteachers in society	37	4.76	1.92	67	4.37	1.57	68	4.35	1.71	67	4.16	1.55
43. Attitude of society towards teachers	37	4.49	2.04	67	4.33	1.63	68	4.18	1.77	67	4.19	1.38
44. Attitude of parents towards education	37	4.78	1.67	68	4.75	1.42	68	4.50	1.64	67	4.46	1.50

Table 6.5 (continued)

	One km or less			2 – 5 km			6 – 15 km			More than 15 km		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
45. Involvement of parents in school activities	37	5.11	1.54	68	5.09	1.51	68	5.00	1.64	67	5.15	1.92
46. Attitudes of students towards learning	37	4.57	1.68	68	4.60	1.56	68	4.75	1.55	67	4.64	1.68
47. Community expectations of teachers	36	4.53	1.50	66	4.79	1.35	67	4.61	1.53	63	4.33	1.46
48. Community support of teachers	36	4.53	1.59	67	4.61	1.51	68	4.66	1.58	63	4.60	1.44
49. Attitudes of students towards teachers	37	5.03	1.67	68	5.07	1.36	68	5.03	1.52	67	4.82	1.64
50. Availability of quality technology resources to teachers	37	3.92	1.67	68	4.51	1.86	68	4.04	1.95	67	3.61	1.88
51. The extent stated values are practiced in the school	35	5.40	1.38	68	5.44	1.27	67	5.18	1.55	67	5.13	1.67
52. Teacher access to professional development activities	37	5.30	1.73	68	5.15	1.74	68	5.01	1.73	66	5.24	1.48
53. Public relations carried out by your school system	35	4.60	1.50	65	4.66	1.53	65	4.54	1.64	59	4.34	1.55
54. Support for teachers in dispute with your school system	20	4.55	1.67	35	4.40	1.82	43	3.72	1.80	42	3.62	1.68
55. Your overall level of satisfaction with your job as a teacher	36	5.61	1.23	68	5.76	1.37	67	5.84	1.14	67	5.58	1.27

Response scale: 1 = highly dissatisfied, 2 = moderately dissatisfied, 3 = slightly dissatisfied, 4 = normal, 5 = slightly satisfied, 6 = moderately satisfied, 7 = highly satisfied

Table 6.7

Mean Satisfaction Scores for Teachers Grouped by Marital Status for All Facets

	Single			Married			Divorced			Other		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
1. Your relationships with other teachers	47	6.36	0.90	179	6.29	1.15	8	6.13	1.36	5	5.40	2.51
2. The effectiveness of religion courses	44	5.86	1.15	166	5.48	1.40	7	5.71	1.38	5	5.00	2.35
3. Your relationship with the principal	45	6.44	1.12	162	6.14	1.44	8	6.25	1.04	6	5.17	2.40
4. Your involvement with decision-making in your school	46	5.59	1.29	180	5.56	1.65	8	5.38	1.77	6	5.33	1.63
5. General behavior of students in the school	46	5.33	1.19	181	5.49	1.49	8	5.25	1.67	6	5.00	2.37
6. Clarity of school goals	47	5.62	1.23	180	5.51	1.58	8	5.75	1.28	6	5.33	1.86
7. The trust and confidence the principal has in the teachers	45	6.36	0.96	173	6.13	1.32	8	6.25	1.39	6	5.00	2.45
8. The level of recognition of teacher contributions within the school	46	5.59	1.56	177	5.40	1.66	8	5.63	1.69	6	4.67	2.42
9. Educational leadership of the principal	45	5.98	1.16	168	5.73	1.68	8	5.75	1.83	5	4.60	2.61
10. Clarity of the principal's expectations	45	5.82	1.17	168	5.68	1.67	8	5.13	2.03	6	5.00	2.76
11. Personal support given to teachers by the principal	45	6.07	1.30	172	5.86	1.63	8	5.75	1.39	6	4.67	2.73

Table 6.7 (continued)

	Single			Married			Divorced			Other		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
12. The amount of time spent in meetings	47	4.81	1.48	180	5.15	1.64	8	5.13	0.99	6	4.50	1.22
13. Time you are expected to spend on extra-curricular activities	42	4.62	1.74	173	4.99	1.78	8	4.25	1.75	6	5.83	1.17
14. Methods used to evaluate teachers	45	4.93	1.37	170	5.06	1.61	8	5.00	1.77	6	4.67	2.66
15. The integration of special needs students in the regular classroom	40	5.00	1.75	162	4.66	1.68	7	3.71	1.50	5	4.80	2.05
16. Support services available for integrating special needs students	41	3.93	2.10	163	4.02	1.91	7	2.71	1.50	4	3.25	2.22
17. Recognition by other teachers in the school of your work	46	5.26	1.20	174	5.40	1.53	8	5.13	1.55	4	3.75	2.36
18. Your opportunity for promotion	37	4.78	1.60	145	4.70	1.80	8	3.75	1.98	4	3.50	2.65
19. Intellectual stimulation in your work	47	5.60	1.21	180	5.54	1.39	8	5.75	1.28	6	5.33	1.63
20. Your sense of achievement in teaching	47	5.66	1.31	181	5.90	1.25	8	6.00	1.31	6	5.00	2.00
21. The prospect of classroom teaching as your lifetime career	44	5.43	1.48	174	5.82	1.47	8	5.63	2.33	6	5.83	1.47
22. The extent to which the objectives of the religious organization your school is affiliated with are being attained by the school	41	5.37	1.37	164	5.53	1.38	6	5.83	1.83	5	4.40	2.61

Table 6.7 (continued)

	Single			Married			Divorced			Other		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
23. Availability of useful professional advice	46	4.63	1.45	177	4.89	1.71	8	4.88	1.36	6	4.00	2.28
24. Methods used in selection of school administrators	37	4.86	1.60	152	4.83	1.91	8	4.75	2.25	4	5.25	2.06
25. Practices used to transfer teachers	14	4.43	1.74	76	4.51	1.90	1	2.00	.	4	4.25	2.75
26. Availability of learning resources to use with your students	47	4.32	1.85	180	4.61	1.68	8	3.75	1.91	6	4.83	1.83
27. The number of students in my class or classes	46	5.50	1.85	180	5.99	1.39	8	5.50	1.77	6	6.17	2.04
28. Fairness in treatment of all teachers	47	5.49	1.80	176	5.73	1.69	8	5.38	2.00	5	5.40	1.82
29. Your job security	46	5.30	1.82	176	5.55	1.90	8	4.38	1.85	6	3.83	2.48
30. Opportunities to learn from and share with other teachers	46	5.22	1.70	181	5.30	1.55	8	5.13	1.46	5	3.80	2.59
31. Extent to which staff are granted leave for further studies	33	4.94	1.50	137	4.72	1.95	5	4.60	1.67	4	2.50	1.73
32. The extent to which you feel that central office administrators are supportive of individual teachers	38	5.08	2.08	143	5.37	1.67	7	5.00	1.73	6	4.50	2.81
33. Level of monetary compensation you receive for your work	46	3.78	1.88	179	3.56	1.99	8	3.25	1.98	6	3.33	2.25
34. The benefit package you are receiving	38	4.71	1.86	161	4.23	1.96	8	4.00	1.60	5	5.00	2.35

Table 6.7 (continued)

	Single			Married			Divorced			Other		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
35. The extent to which your school system keeps you informed about matters related to your job	47	4.70	1.72	178	4.98	1.82	8	4.25	1.49	6	4.33	2.07
36. The extent to which your school system works to reduce stress for its teachers	46	4.22	1.80	179	4.42	1.83	8	4.13	1.73	6	4.33	2.80
37. The teacher/board collective bargaining process	32	3.72	1.53	110	3.89	1.98	4	2.75	0.96	3	2.00	1.73
38. The way in which consultation between teachers and board is conducted	43	4.16	1.72	156	4.40	1.93	7	3.43	1.27	5	3.80	3.03
39 Teacher input into your school system policies	43	4.72	1.55	176	4.95	1.79	8	5.00	1.31	6	5.83	1.17
40. The extent to which board members understand the problems faced by teachers	47	3.96	1.65	174	4.14	1.89	7	3.14	1.07	6	4.00	2.28
41. The match between your expectations of your school system and your school system's response	42	4.57	1.31	174	4.72	1.57	7	4.14	1.95	6	4.50	1.76
42. Status of schoolteachers in society	47	4.36	1.76	179	4.35	1.66	8	4.38	2.00	6	4.33	1.37
43. Attitude of society towards teachers	47	4.17	1.83	180	4.28	1.64	8	4.50	2.07	6	4.17	1.47
44. Attitude of parents towards education	47	4.43	1.61	181	4.64	1.55	8	4.88	1.55	6	4.17	1.47

Table 6.7 (continued)

	Single			Married			Divorced			Other		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
45. Involvement of parents in school activities	47	5.13	1.61	181	5.02	1.70	8	5.75	1.28	6	5.33	1.86
46. Attitudes of students towards learning	47	4.49	1.46	181	4.69	1.61	8	5.13	1.73	6	4.50	2.26
47. Community expectations of teachers	45	4.29	1.44	177	4.62	1.45	7	5.29	1.50	5	4.80	1.79
48. Community support of teachers	46	4.50	1.43	178	4.61	1.53	7	5.57	1.13	5	4.60	2.07
49. Attitudes of students towards teachers	47	4.77	1.39	181	5.07	1.56	8	4.75	1.75	6	4.67	1.51
50. Availability of quality technology resources to teachers	47	3.89	1.87	181	4.06	1.88	8	3.38	1.85	6	5.67	1.51
51. The extent stated values are practiced in the school	46	5.33	1.37	179	5.26	1.52	8	5.25	1.67	6	5.67	1.21
52. Teacher access to professional development activities	47	5.13	1.58	180	5.18	1.69	8	4.88	1.36	6	5.33	1.86
53. Public relations carried out by your school system	44	4.52	1.39	169	4.56	1.59	7	5.00	1.63	6	3.83	1.94
54. Support for teachers in dispute with your school system	26	4.00	1.33	109	4.01	1.85	4	3.50	2.52	3	4.33	2.52
55. Your overall level of satisfaction with your job as a teacher	47	5.60	1.35	179	5.78	1.17	8	5.63	1.60	6	5.00	2.28

Response scale: 1 = highly dissatisfied, 2 = moderately dissatisfied, 3 = slightly dissatisfied, 4 = normal, 5 = slightly satisfied, 6 = moderately satisfied, 7 = highly satisfied

APPENDIX C

Table 7.1	**220**
Table 7.3	**226**
Table 7.5	**231**
Table 7.7	**236**
Table 7.9	**243**
Table 7.11	**247**
Table 7.13	**251**
Table 7.15	**255**
Table 7.17	**259**

Table 7.1

Mean Satisfaction Scores for Teachers Grouped by Size of School for All Facets

	50 or less			51 - 100			101 - 200			201- 300			More than 300		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
1. Your relationships with other teachers	31	6.13	1.28	29	5.83	1.28	105	6.42	0.92	30	6.30	1.39	43	6.33	1.25
2. The effectiveness of religion courses	34	5.79	1.20	23	5.35	1.67	95	5.55	1.37	29	5.97	1.02	40	5.18	1.57
3. Your relationship with the principal	25	6.12	1.83	28	6.07	1.49	98	6.22	1.32	28	6.39	1.23	41	6.02	1.44
4. Your involvement with decision-making in your school	33	5.73	1.55	29	5.45	1.68	105	5.68	1.44	30	5.90	1.35	42	4.93	1.92
5. General behavior of students in the school	33	5.45	1.42	29	5.10	1.74	105	5.60	1.29	30	5.97	1.45	43	4.91	1.59
6. Clarity of school goals	34	5.41	1.60	29	5.52	1.62	105	5.54	1.28	29	6.45	1.06	43	5.02	1.87
7. The trust and confidence the principal has in the teachers	29	5.90	1.57	29	6.24	1.35	101	6.16	1.25	29	6.41	0.87	43	6.05	1.46
8. The level of recognition of teacher contributions within the school	34	5.26	1.96	28	5.79	1.50	104	5.48	1.68	28	5.86	0.97	42	4.90	1.74
9. Educational leadership of the principal	27	5.81	1.88	27	5.78	1.53	100	5.78	1.55	29	6.21	1.05	42	5.31	1.94
10. Clarity of the principal's expectations	28	5.57	1.83	27	5.48	1.65	100	5.65	1.59	29	6.31	1.07	42	5.45	1.85

Table 7.1 (continued)

	50 or less			51 - 100			101 - 200			201- 300			More than 300		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
11. Personal support given to teachers by the principal	28	5.64	1.85	29	6.14	1.41	101	5.83	1.63	29	6.45	1.09	43	5.56	1.72
12. The amount of time spent in meetings	34	5.06	1.61	29	5.38	1.42	104	5.28	1.52	30	5.07	1.66	43	4.33	1.63
13. Time you are expected to spend on extra-curricular activities	32	5.19	1.42	26	5.27	1.46	101	5.05	1.74	29	5.10	1.80	40	3.98	1.98
14. Methods used to evaluate teachers	28	5.14	1.46	29	5.14	1.71	101	5.02	1.60	29	5.28	1.51	41	4.78	1.65
15. The integration of special needs students in the regular classroom	27	4.93	1.71	27	4.85	1.83	93	4.67	1.71	25	4.48	1.69	41	4.59	1.63
16. Support services available for integrating special needs students	26	3.62	1.81	28	3.18	1.79	93	4.15	1.96	25	4.16	2.12	42	4.00	1.87
17. Recognition by other teachers in the school of your work	28	5.50	1.29	29	5.34	1.54	102	5.30	1.54	30	5.37	1.38	42	5.24	1.62
18. Your opportunity for promotion	26	4.46	1.75	24	4.17	1.83	82	4.87	1.79	27	5.07	1.54	34	4.38	1.84
19. Intellectual stimulation in your work	34	5.76	1.05	29	5.90	1.42	104	5.56	1.36	30	5.57	1.07	43	5.19	1.56
20. Your sense of achievement in teaching	34	5.71	1.43	29	6.03	1.40	105	5.89	1.19	30	6.13	0.86	43	5.49	1.53
21. The prospect of classroom teaching as your lifetime career	33	5.48	1.23	28	5.89	1.64	99	5.87	1.47	28	6.11	1.03	43	5.40	1.80

Table 7.1(continued)

	50 or less			51 - 100			101 - 200			201- 300			More than 300		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
22. The extent to which the objectives of the religious organization your school is affiliated with are being attained by the school	32	5.28	1.40	26	5.38	1.47	94	5.48	1.33	26	6.04	1.40	37	5.32	1.65
23. Availability of useful professional advice	33	4.64	1.85	29	4.90	1.57	102	5.03	1.51	29	4.79	1.66	43	4.44	1.92
24. Methods used in selection of school administrators	27	4.81	2.04	26	4.58	1.86	84	5.04	1.67	26	4.81	1.77	37	4.70	2.21
25. Practices used to transfer teachers	17	3.88	2.15	12	3.75	1.71	37	4.81	1.49	13	4.62	2.18	16	4.69	2.30
26. Availability of learning resources to use with your students	34	4.35	1.65	29	4.45	1.80	105	4.63	1.68	29	4.62	1.82	43	4.42	1.85
27. The number of students in my class or classes	34	5.59	1.62	29	6.48	0.95	103	5.97	1.41	30	5.90	1.60	43	5.49	1.86
28. Fairness in treatment of all teachers	30	5.40	1.87	29	5.52	1.99	104	5.82	1.52	29	5.66	1.91	43	5.53	1.75
29. Your job security	33	4.82	2.16	28	5.39	2.11	104	5.54	1.79	29	6.00	1.58	41	5.15	2.02
30. Opportunities to learn from and share with other teachers	33	5.06	1.75	29	5.48	1.27	104	5.37	1.53	30	5.37	1.47	43	4.88	1.92
31. Extent to which staff are granted leave for further studies	21	3.90	1.67	20	4.65	1.84	83	4.87	1.79	26	5.19	1.94	28	4.36	2.18
32. The extent to which you feel that central office administrators are supportive of individual teachers	26	5.00	2.14	23	4.96	1.74	84	5.44	1.77	22	5.27	1.83	38	5.29	1.66

Table 7.1 (continued)

	50 or less			51 - 100			101 - 200			201- 300			More than 300		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
33. Level of monetary compensation you receive for your work	34	3.85	1.86	29	3.14	1.87	104	3.85	1.97	29	3.69	2.21	42	3.02	1.88
34. The benefit package you are receiving	30	4.83	1.66	23	3.65	2.35	97	4.55	1.80	27	4.56	2.12	34	3.62	1.84
35. The extent to which your school system keeps you informed about matters related to your job	34	4.82	1.75	29	3.83	1.91	104	5.16	1.67	30	5.37	1.65	41	4.63	1.92
36. The extent to which your school system works to reduce stress for its teachers	34	4.09	2.09	29	4.69	1.81	104	4.38	1.72	29	4.52	1.77	42	4.33	1.97
37. The teacher/board collective bargaining process	16	3.19	2.04	15	2.80	1.42	68	4.32	1.71	21	4.10	1.92	28	3.18	2.00
38. The way in which consultation between teachers and board is conducted	29	4.10	2.26	24	4.13	1.83	88	4.49	1.74	29	4.66	1.86	40	3.95	2.04
39 Teacher input into your school system policies	33	4.91	1.94	27	5.00	1.73	101	5.04	1.56	29	5.07	1.81	42	4.60	1.89
40. The extent to which board members understand the problems faced by teachers	34	3.71	1.99	28	3.93	1.61	99	4.20	1.82	30	4.53	1.72	42	3.88	1.94
41. The match between your expectations of your school system and your school system's response	33	4.67	1.22	29	4.45	1.62	98	4.82	1.49	27	4.96	1.58	41	4.32	1.74

Table 7.1 (continued)

	50 or less			51 - 100			101 - 200			201- 300			More than 300		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
42. Status of schoolteachers in society	33	4.30	4.88	29	4.34	1.82	104	4.49	1.59	30	4.73	1.66	43	3.86	1.57
43. Attitude of society towards teachers	33	4.33	1.96	29	4.14	1.77	105	4.42	1.63	30	4.60	1.67	43	3.74	1.43
44. Attitude of parents towards education	34	4.47	1.50	29	4.59	1.62	105	4.71	1.48	30	5.10	1.58	43	4.07	1.56
45. Involvement of parents in school activities	34	4.79	1.72	29	4.55	2.01	105	5.17	1.59	30	5.70	1.42	43	5.00	1.68
46. Attitudes of students towards learning	34	4.71	1.38	29	4.66	2.09	105	4.67	1.50	30	5.07	1.51	43	4.30	1.67
47. Community expectations of teachers	31	4.26	1.44	28	4.29	1.78	101	4.86	1.22	30	5.13	1.38	43	3.98	1.55
48. Community support of teachers	32	4.44	1.61	28	4.07	1.63	102	4.82	1.37	30	5.13	1.53	43	4.21	1.54
49. Attitudes of students towards teachers	34	5.06	1.23	29	4.90	2.02	105	5.00	1.45	30	5.63	1.25	43	4.53	1.64
50. Availability of quality technology resources to teachers	34	4.15	1.89	29	3.28	1.81	105	4.18	1.73	30	4.43	2.30	43	3.86	1.88
51. The extent stated values are practiced in the school	34	5.03	1.31	28	5.29	1.72	104	5.28	1.40	30	5.87	1.36	42	5.05	1.67
52. Teacher access to professional development activities	34	4.68	1.74	29	4.55	1.92	105	5.39	1.52	30	5.40	1.79	42	5.24	1.53
53. Public relations carried out by your school system	32	3.91	1.71	26	4.31	1.69	99	4.79	1.41	29	4.90	1.50	39	4.36	1.65

Table 7.1 (continued)

	50 or less			51 - 100			101 - 200			201- 300			More than 300		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
54. Support for teachers in dispute with your school system	19	4.26	1.63	19	4.47	1.61	61	4.25	1.74	17	3.76	2.11	26	3.04	1.64
55. Your overall level of satisfaction with your job as a teacher	33	5.58	1.25	28	5.54	1.40	105	5.78	1.30	30	6.13	0.97	43	5.51	1.20

Response scale: 1 = highly dissatisfied, 2 = moderately dissatisfied, 3 = slightly dissatisfied, 4 = normal, 5 = slightly satisfied, 6 = moderately satisfied, 7 = highly satisfied

Table 7.3

Mean Satisfaction Scores for Teachers Grouped by Class Size for All Facets

	15 or less			16 - 20			21 - 25			26 or more		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
1. Your relationships with other teachers	79	6.18	1.21	68	6.32	1.15	49	6.63	0.81	39	5.97	1.29
2. The effectiveness of religion courses	70	5.66	1.32	66	5.65	1.43	47	5.45	1.25	36	5.22	1.59
3. Your relationship with the principal	72	6.11	1.52	64	6.13	1.59	45	6.51	0.89	37	5.95	1.39
4. Your involvement with decision-making in your school	80	5.48	1.60	68	5.60	1.66	49	5.65	1.36	39	5.46	1.73
5. General behavior of students in the school	81	5.53	1.44	68	5.56	1.46	49	5.71	1.19	39	4.64	1.68
6. Clarity of school goals	81	5.58	1.47	68	5.57	1.53	49	5.65	1.41	39	5.13	1.69
7. The trust and confidence the principal has in the teachers	77	6.12	1.41	65	6.08	1.43	47	6.43	0.90	39	5.97	1.33
8. The level of recognition of teacher contributions within the school	81	5.47	1.76	67	5.55	1.59	46	5.46	1.46	39	5.00	1.81
9. Educational leadership of the principal	73	5.78	1.69	63	5.73	1.73	47	6.17	1.11	39	5.18	1.75
10. Clarity of the principal's expectations	73	5.52	1.75	64	5.69	1.74	47	6.06	1.26	39	5.38	1.62
11. Personal support given to teachers by the principal	76	5.76	1.69	65	5.86	1.66	47	6.40	1.08	39	5.49	1.79

Table 7.3 (continued)

	15 or less			16 - 20			21 - 25			26 or more		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
12. The amount of time spent in meetings	80	5.05	1.75	69	5.30	1.52	49	5.04	1.37	39	4.72	1.64
13. Time you are expected to spend on extra-curricular activities	76	5.12	1.67	65	5.05	1.80	49	4.78	1.76	36	4.44	1.93
14. Methods used to evaluate teachers	74	5.15	1.54	66	5.00	1.69	47	5.15	1.47	39	4.69	1.73
15. The integration of special needs students in the regular classroom	68	4.81	1.60	59	4.56	1.88	46	4.41	1.45	37	4.86	1.86
16. Support services available for integrating special needs students	68	3.76	1.74	58	3.83	2.16	48	3.96	2.00	37	4.30	1.88
17. Recognition by other teachers in the school of your work	76	5.49	1.36	66	5.26	1.61	49	5.39	1.41	37	5.00	1.68
18. Your opportunity for promotion	59	4.39	1.75	59	4.76	1.99	42	4.69	1.67	31	4.77	1.69
19. Intellectual stimulation in your work	81	5.65	1.25	69	5.68	1.40	49	5.35	1.39	39	5.31	1.44
20. Your sense of achievement in teaching	81	5.83	1.42	69	5.96	1.14	49	5.90	1.18	39	5.49	1.39
21. The prospect of classroom teaching as your lifetime career	78	5.76	1.39	68	5.94	1.51	47	5.62	1.61	35	5.43	1.63
22. The extent to which the objectives of the religious organization your school is affiliated with are being attained by the school	68	5.47	1.40	64	5.48	1.53	44	5.75	1.16	36	5.17	1.59

Table 7.3 (continued)

	15 or less			16 - 20			21 - 25			26 or more		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
23. Availability of useful professional advice	79	4.81	1.71	69	4.65	1.70	47	5.13	1.61	38	4.66	1.62
24. Methods used in selection of school administrators	69	4.67	1.91	57	4.68	1.89	40	5.33	1.61	31	4.84	2.07
25. Practices used to transfer teachers	33	4.27	2.05	30	4.03	2.03	16	5.06	1.53	15	5.00	1.51
26. Availability of learning resources to use with your students	81	4.44	1.80	68	4.65	1.65	49	4.59	1.79	39	4.38	1.74
27. The number of students in my class or classes	80	6.28	1.24	69	6.16	1.18	49	5.94	1.42	38	4.39	1.91
28. Fairness in treatment of all teachers	78	5.55	1.80	67	5.81	1.73	48	5.79	1.65	39	5.38	1.66
29. Your job security	76	5.13	2.16	69	5.55	1.91	49	5.78	1.54	38	5.24	1.85
30. Opportunities to learn from and share with other teachers	81	5.25	1.58	68	5.32	1.55	49	5.41	1.62	38	4.87	1.76
31. Extent to which staff are granted leave for further studies	53	4.66	1.83	52	4.65	1.93	40	5.08	1.82	30	4.33	2.02
32. The extent to which you feel that central office administrators are supportive of individual teachers	56	5.32	1.94	59	5.10	1.66	44	5.57	1.74	33	5.12	1.90
33. Level of monetary compensation you receive for your work	81	3.54	2.06	68	3.81	1.89	47	3.32	1.87	39	3.46	2.05
34. The benefit package you are receiving	69	4.07	2.15	64	4.64	1.79	42	4.60	1.80	33	3.88	1.92

Table 7.3 (continued)

	15 or less			16 - 20			21 - 25			26 or more		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
35. The extent to which your school system keeps you informed about matters related to your job	80	4.68	1.87	68	5.07	1.85	49	4.98	1.65	38	4.89	1.80
36. The extent to which your school system works to reduce stress for its teachers	81	4.36	1.87	68	4.50	1.88	48	4.33	1.87	38	4.24	1.76
37. The teacher/board collective bargaining process	45	3.58	1.94	41	3.98	1.75	38	3.84	1.97	24	3.71	1.97
38. The way in which consultation between teachers and board is conducted	66	4.26	2.08	61	4.51	1.76	45	4.20	1.97	36	4.17	1.80
39 Teacher input into your school system policies	75	4.95	1.83	67	4.96	1.69	48	4.69	1.73	39	5.05	1.64
40. The extent to which board members understand the problems faced by teachers	75	4.03	1.97	67	4.22	1.70	49	4.02	1.96	39	3.97	1.71
41. The match between your expectations of your school system and your school system's response	75	4.68	1.51	64	4.61	1.63	47	4.72	1.48	39	4.62	1.58
42. Status of schoolteachers in society	79	4.35	1.68	69	4.41	1.82	49	4.35	1.65	39	4.26	1.53
43. Attitude of society towards teachers	80	4.19	1.73	69	4.45	1.76	49	4.22	1.64	39	4.13	1.56
44. Attitude of parents towards education	81	4.73	1.53	69	4.57	1.59	49	4.69	1.60	39	4.26	1.55

Table 7.3 (continued)

	15 or less			16 - 20			21 - 25			26 or more		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
45. Involvement of parents in school activities	81	5.15	1.64	69	4.94	1.84	49	5.08	1.68	39	5.18	1.50
46. Attitudes of students towards learning	81	4.77	1.58	69	4.78	1.63	49	4.86	1.29	39	4.00	1.85
47. Community expectations of teachers	77	4.38	1.50	67	4.76	1.38	48	4.71	1.60	39	4.46	1.29
48. Community support of teachers	78	4.62	1.55	67	4.64	1.54	49	4.63	1.60	39	4.44	1.31
49. Attitudes of students towards teachers	81	5.10	1.57	69	5.28	1.44	49	5.29	1.24	39	3.85	1.50
50. Availability of quality technology resources to teachers	81	3.79	1.88	69	4.17	1.85	49	4.16	2.01	39	4.05	1.78
51. The extent stated values are practiced in the school	80	5.13	1.52	69	5.39	1.66	48	5.44	1.24	38	5.21	1.42
52. Teacher access to professional development activities	81	4.74	1.78	68	5.46	1.59	49	5.51	1.52	39	5.05	1.57
53. Public relations carried out by your school system	74	4.32	1.57	66	4.59	1.69	47	4.85	1.35	36	4.44	1.56
54. Support for teachers in dispute with your school system	49	4.04	1.70	38	4.11	1.78	30	3.73	1.78	24	4.00	2.02
55. Your overall level of satisfaction with your job as a teacher	79	5.62	1.28	69	5.74	1.35	49	5.94	1.14	39	5.56	1.21

Response scale: 1 = highly dissatisfied, 2 = moderately dissatisfied, 3 = slightly dissatisfied, 4 = normal, 5 = slightly satisfied, 6 = moderately satisfied, 7 = highly satisfied

Table 7.5

Mean Satisfaction Scores for Teachers Grouped by Total Number of Years of Experience for all facets

	1 – 5 years			6 – 10 years			11 – 15 years			More than 15 years		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
1. Your relationships with other teachers	76	6.38	1.08	57	6.21	1.25	47	6.19	1.19	56	6.32	1.10
2. The effectiveness of religion courses	69	5.58	1.26	53	5.55	1.65	44	5.66	1.24	53	5.38	1.39
3. Your relationship with the principal	74	6.45	1.10	54	6.09	1.43	41	5.88	1.62	49	6.16	1.59
4. Your involvement with decision-making in your school	77	5.40	1.39	58	5.52	1.84	46	5.54	1.66	56	5.84	1.44
5. General behavior of students in the school	77	5.34	1.29	58	5.43	1.61	47	5.43	1.63	56	5.61	1.44
6. Clarity of school goals	77	5.29	1.43	58	5.50	1.76	47	5.79	1.38	56	5.71	1.34
7. The trust and confidence the principal has in the teachers	74	6.35	1.09	57	6.14	1.32	44	5.84	1.45	54	6.15	1.42
8. The level of recognition of teacher contributions within the school	76	5.41	1.60	57	5.47	1.71	47	5.19	1.85	54	5.63	1.47
9. Educational leadership of the principal	74	6.03	1.24	55	5.67	1.84	42	5.40	1.71	52	5.77	1.71
10. Clarity of the principal's expectations	74	5.80	1.35	57	5.72	1.74	42	5.29	1.76	51	5.78	1.70
11. Personal support given to teachers by the principal	75	5.95	1.47	56	5.95	1.58	43	5.44	1.74	54	6.06	1.64

Table 7.5 (continued)

	1 – 5 years			6 – 10 years			11 – 15 years			More than 15 years		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
12. The amount of time spent in meetings	77	5.04	1.53	57	4.56	1.61	48	5.13	1.51	56	5.55	1.52
13. Time you are expected to spend on extra-curricular activities	72	4.67	1.82	54	4.61	1.90	46	4.83	1.68	54	5.59	1.46
14. Methods used to evaluate teachers	75	5.05	1.52	57	4.96	1.75	44	4.82	1.50	50	5.24	1.59
15. The integration of special needs students in the regular classroom	68	4.65	1.69	51	4.47	1.93	43	4.49	1.49	49	5.16	1.60
16. Support services available for integrating special needs students	71	3.54	1.92	50	3.84	2.00	41	4.24	1.77	51	4.31	1.99
17. Recognition by other teachers in the school of your work	73	5.30	1.43	54	5.44	1.55	46	5.02	1.61	56	5.50	1.43
18. Your opportunity for promotion	61	4.26	1.76	46	4.76	1.85	43	4.51	1.86	42	5.29	1.49
19. Intellectual stimulation in your work	76	5.57	1.25	58	5.45	1.50	48	5.40	1.38	56	5.75	1.30
20. Your sense of achievement in teaching	77	5.69	1.41	58	5.79	1.32	48	5.94	1.19	56	5.95	1.18
21. The prospect of classroom teaching as your lifetime career	74	5.68	1.54	56	5.38	1.67	46	5.85	1.44	53	6.08	1.30
22. The extent to which the objectives of the religious organization your school is affiliated with are being attained by the school	69	5.39	1.42	50	5.60	1.46	42	5.50	1.63	52	5.48	1.29

Table 7.5 (continued)

	1 – 5 years			6 – 10 years			11 – 15 years			More than 15 years		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
23. Availability of useful professional advice	76	4.82	1.56	58	4.72	1.71	48	4.77	1.79	52	4.94	1.69
24. Methods used in selection of school administrators	62	4.97	1.85	49	4.71	1.80	39	4.46	2.17	48	5.10	1.68
25. Practices used to transfer teachers	29	4.00	1.75	17	4.53	1.55	20	3.90	2.10	27	5.15	1.90
26. Availability of learning resources to use with your students	77	4.06	1.79	58	4.24	1.61	47	4.91	1.47	56	5.13	1.77
27. The number of students in my class or classes	76	5.80	1.60	58	5.88	1.56	48	5.90	1.43	56	5.96	1.51
28. Fairness in treatment of all teachers	76	5.59	1.87	56	5.63	1.70	46	5.50	1.76	55	5.95	1.46
29. Your job security	76	5.37	1.91	56	5.45	1.87	47	5.28	2.07	54	5.59	1.81
30. Opportunities to learn from and share with other teachers	76	5.17	1.62	57	5.16	1.78	48	5.31	1.53	56	5.41	1.42
31. Extent to which staff are granted leave for further studies	55	4.67	1.69	40	4.68	2.07	37	4.78	1.89	44	4.73	1.96
32. The extent to which you feel that central office administrators are supportive of individual teachers	64	5.00	2.00	51	5.25	1.74	34	5.32	1.68	43	5.60	1.62
33. Level of monetary compensation you receive for your work	75	3.28	1.84	57	3.04	1.90	48	3.77	1.99	56	4.38	1.92
34. The benefit package you are receiving	62	4.05	1.98	50	3.80	1.96	46	4.41	1.86	52	5.10	1.73

Table 7.5 (continued)

	1 – 5 years			6 – 10 years			11 – 15 years			More than 15 years		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
35. The extent to which your school system keeps you informed about matters related to your job	76	4.47	1.73	57	4.68	1.76	48	5.19	1.88	55	5.42	1.67
36. The extent to which your school system works to reduce stress for its teachers	75	4.05	1.94	58	4.24	1.88	48	4.56	1.76	55	4.82	1.62
37. The teacher/board collective bargaining process	51	3.47	1.74	40	3.50	1.93	30	4.37	2.14	27	4.11	1.67
38. The way in which consultation between teachers and board is conducted	68	4.10	1.79	55	4.00	2.05	40	4.53	2.05	45	4.87	1.62
39 Teacher input into your school system policies	72	4.76	1.60	58	4.55	1.91	46	5.28	1.59	54	5.28	1.64
40. The extent to which board members understand the problems faced by teachers	74	3.61	1.83	57	4.05	1.90	47	4.30	1.86	53	4.55	1.60
41. The match between your expectations of your school system and your school system's response	74	4.50	1.32	55	4.51	1.62	43	4.60	1.77	54	5.09	1.47
42. Status of schoolteachers in society	77	3.90	1.79	58	4.10	1.63	48	4.73	1.62	54	4.91	1.39
43. Attitude of society towards teachers	77	3.86	1.71	58	3.97	1.74	48	4.75	1.59	55	4.71	1.47
44. Attitude of parents towards education	77	4.43	1.53	58	4.52	1.72	48	4.67	1.58	56	4.86	1.41

Table 7.5 (continued)

	1 – 5 years			6 – 10 years			11 – 15 years			More than 15 years		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
45. Involvement of parents in school activities	77	4.91	1.63	58	5.02	1.76	48	5.44	1.62	56	5.11	1.67
46. Attitudes of students towards learning	77	4.62	1.37	58	4.74	1.83	48	4.75	1.66	56	4.55	1.62
47. Community expectations of teachers	73	4.23	1.42	57	4.53	1.63	46	4.93	1.37	55	4.78	1.33
48. Community support of teachers	74	4.36	1.38	57	4.56	1.74	47	4.70	1.49	55	4.91	1.46
49. Attitudes of students towards teachers	77	4.78	1.43	58	5.03	1.77	48	5.23	1.49	56	5.13	1.42
50. Availability of quality technology resources to teachers	77	3.52	1.92	58	3.84	1.92	48	4.27	1.73	56	4.73	1.69
51. The extent stated values are practiced in the school	77	5.21	1.43	55	5.36	1.63	48	5.29	1.47	56	5.32	1.45
52. Teacher access to professional development activities	76	5.04	1.72	58	4.97	1.75	48	5.35	1.56	56	5.38	1.56
53. Public relations carried out by your school system	71	4.42	1.40	54	4.50	1.72	45	4.58	1.67	53	4.74	1.56
54. Support for teachers in dispute with your school system	43	3.72	1.72	38	4.13	1.79	28	3.75	1.90	31	4.55	1.67
55. Your overall level of satisfaction with your job as a teacher	77	5.56	1.26	58	5.81	1.12	47	5.68	1.43	55	5.87	1.25

Response scale: 1 = highly dissatisfied, 2 = moderately dissatisfied, 3 = slightly dissatisfied, 4 = normal, 5 = slightly satisfied, 6 = moderately satisfied, 7 = highly satisfied

Table 7.7

Mean Satisfaction Scores for Teachers Grouped by Years of Experience in Present School for All Facets

	1 year			2 years			3-5 years			6-10 years			11 or more years		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
1. Your relationships with other teachers	42	6.05	1.36	33	6.03	1.38	45	6.33	1.07	61	6.49	0.81	35	6.43	1.22
2. The effectiveness of religion courses	38	5.42	1.45	32	5.03	1.75	41	5.73	1.03	56	5.84	1.28	33	5.52	1.39
3. Your relationship with the principal	41	6.22	1.33	30	5.77	1.79	41	6.63	0.73	56	6.25	1.34	30	6.00	1.74
4. Your involvement with decision-making in your school	42	5.40	1.59	33	4.79	2.06	46	5.98	1.27	61	5.72	1.38	34	5.97	1.42
5. General behavior of students in the school	42	5.45	1.23	33	5.00	1.87	46	5.52	1.47	61	5.70	1.24	35	5.51	1.63
6. Clarity of school goals	43	5.37	1.35	33	5.15	1.86	46	5.57	1.38	60	5.83	1.60	35	5.94	1.11
7. The trust and confidence the principal has in the teachers	42	6.14	1.26	31	5.68	1.68	44	6.55	0.76	60	6.25	1.23	32	6.19	1.35
8. The level of recognition of teacher contributions within the school	43	5.21	1.63	33	5.15	1.95	45	5.78	1.43	59	5.64	1.63	33	5.61	1.39
9. Educational leadership of the principal	41	5.93	1.46	31	5.10	2.21	42	6.17	0.91	57	5.88	1.63	31	5.61	1.63

Table 7.7 (continued)

	1 year			2 years			3-5 years			6-10 years			11 or more years		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
10. Clarity of the principal's expectations	42	5.76	1.48	31	4.97	2.20	43	6.21	0.89	56	5.86	1.65	31	5.52	1.59
11. Personal support given to teachers by the principal	42	5.76	1.61	32	5.31	2.16	43	6.26	1.07	59	5.98	1.56	32	6.19	1.28
12. The amount of time spent in meetings	43	4.51	1.33	33	4.73	1.91	45	5.31	1.43	61	5.23	1.55	35	5.74	1.34
13. Time you are expected to spend on extra-curricular activities	41	4.24	1.67	31	4.48	1.95	44	5.11	1.74	58	5.22	1.81	32	5.44	1.68
14. Methods used to evaluate teachers	41	4.71	1.50	30	4.77	1.68	46	5.24	1.66	56	5.21	1.67	32	5.44	1.29
15. The integration of special needs students in the regular classroom	33	3.97	1.74	30	4.70	1.80	42	4.98	1.55	55	4.76	1.76	33	5.03	1.53
16. Support services available for integrating special needs students	34	3.03	1.83	32	4.00	1.72	42	3.88	1.93	55	4.05	1.98	32	4.66	1.89
17. Recognition by other teachers in the school of your work	40	4.83	1.41	32	5.25	1.59	44	5.59	1.42	59	5.44	1.58	35	5.51	1.56
18. Your opportunity for promotion	31	4.10	1.49	28	4.00	1.74	38	4.84	1.95	50	4.80	1.82	28	5.39	1.57

Table 7.7 (continued)

	1 year			2 years			3-5 years			6-10 years			11 or more years		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
19. Intellectual stimulation in your work	42	5.26	1.31	33	5.33	1.71	46	5.70	1.31	61	5.64	1.38	35	5.91	0.98
20. Your sense of achievement in teaching	43	5.56	1.22	33	5.27	1.70	46	5.83	1.10	61	6.21	1.13	35	6.14	1.17
21. The prospect of classroom teaching as your lifetime career	41	5.80	1.38	30	5.17	1.82	44	5.59	1.50	61	6.00	1.47	34	6.03	1.34
22. The extent to which the objectives of the religious organization your school is affiliated with are being attained by the school	38	5.34	1.46	28	4.96	1.64	43	5.79	1.06	54	5.80	1.35	32	5.34	1.62
23. Availability of useful professional advice	42	4.76	1.39	33	4.85	1.80	45	4.96	1.59	61	5.02	1.63	34	4.74	1.90
24. Methods used in selection of school administrators	31	4.77	1.56	27	4.26	2.21	38	5.13	1.73	49	4.98	1.93	34	5.03	1.91
25. Practices used to transfer teachers	16	4.13	1.63	14	4.07	2.02	14	4.21	1.97	24	4.67	1.81	16	4.88	2.19
26. Availability of learning resources to use with your students	43	3.95	1.83	33	4.33	1.59	46	4.59	1.68	61	4.82	1.72	34	5.26	1.52

Table 7.7 (continued)

	1 year			2 years			3-5 years			6-10 years			11 or more years		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
27. The number of students in my class or classes	43	5.63	1.50	32	6.00	1.44	45	6.02	1.36	61	5.98	1.68	35	6.20	1.30
28. Fairness in treatment of all teachers	42	5.57	1.63	32	5.38	2.04	45	5.71	1.75	60	5.82	1.69	34	5.88	1.51
29. Your job security	43	4.91	1.87	32	4.63	2.20	45	6.02	1.45	60	5.78	1.81	35	5.77	1.73
30. Opportunities to learn from and share with other teachers	42	4.74	1.67	32	4.69	1.69	46	5.63	1.47	61	5.54	1.51	35	5.51	1.50
31. Extent to which staff are granted leave for further studies	30	4.03	1.77	24	4.42	1.82	37	5.05	1.61	41	4.95	2.05	31	5.13	1.88
32. The extent to which you feel that central office administrators are supportive of individual teachers	35	4.66	2.07	27	4.70	1.73	35	5.77	1.65	51	5.53	1.67	25	5.60	1.55
33. Level of monetary compensation you receive for your work	41	3.00	1.84	33	3.27	2.00	46	3.54	2.01	60	3.65	2.00	35	4.37	1.86
34. The benefit package you are receiving	33	3.94	2.06	27	4.07	1.84	38	3.89	2.04	57	4.26	1.98	34	5.35	1.45

Table 7.7 (continued)

	1 year			2 years			3-5 years			6-10 years			11 or more years		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
35. The extent to which your school system keeps you informed about matters related to your job	42	4.07	1.64	32	4.53	1.92	46	4.85	1.91	61	5.28	1.76	35	5.57	1.44
36. The extent to which your school system works to reduce stress for its teachers	41	3.83	1.84	33	4.06	1.89	45	4.40	1.89	61	4.70	1.83	35	4.97	1.62
37. The teacher/board collective bargaining process	29	3.28	1.33	19	3.00	1.89	30	4.03	2.03	35	4.17	2.06	22	4.27	2.03
38. The way in which consultation between teachers and board is conducted	35	3.63	1.70	27	3.63	1.80	43	4.60	1.89	53	4.74	1.82	30	5.00	1.84
39 Teacher input into your school system policies	40	4.75	1.60	31	4.58	1.77	44	4.89	1.63	61	5.11	1.80	33	5.85	1.25
40. The extent to which board members understand the problems faced by teachers	41	3.66	1.78	32	3.44	1.66	45	4.27	1.95	58	4.52	1.80	34	4.44	1.65
41. The match between your expectations of your school system and your school system's response	42	4.33	1.24	32	4.16	1.55	44	4.84	1.51	56	4.96	1.56	32	5.06	1.74

Table 7.7 (continued)

	1 year			2 years			3-5 years			6-10 years			11 or more years		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
42. Status of schoolteachers in society	43	3.53	1.70	33	3.76	1.70	45	4.31	1.62	60	4.73	1.68	35	5.31	1.25
43. Attitude of society towards teachers	43	3.56	1.72	33	3.64	1.69	45	4.24	1.58	61	4.67	1.64	35	5.20	1.37
44. Attitude of parents towards education	43	4.28	1.61	33	4.06	1.58	46	4.50	1.56	61	4.97	1.49	35	5.17	1.36
45. Involvement of parents in school activities	43	4.84	1.79	33	5.18	1.55	46	4.76	1.83	61	5.51	1.57	35	5.40	1.46
46. Attitudes of students towards learning	43	4.49	1.68	33	4.33	1.74	46	4.74	1.56	61	5.07	1.53	35	4.57	1.70
47. Community expectations of teachers	40	4.25	1.43	32	3.94	1.46	46	4.24	1.43	60	5.12	1.51	34	5.12	1.17
48. Community support of teachers	41	4.15	1.57	32	4.16	1.25	46	4.39	1.50	60	5.03	1.63	34	5.26	1.26
49. Attitudes of students towards teachers	43	4.63	1.59	33	4.55	1.58	46	4.85	1.67	61	5.51	1.40	35	5.37	1.40
50. Availability of quality technology resources to teachers	43	3.37	1.92	33	4.06	2.06	46	3.87	1.97	61	4.26	1.73	35	4.91	1.46
51. The extent stated values are practiced in the school	43	4.98	1.49	33	4.97	1.69	44	5.59	1.21	60	5.60	1.50	35	5.54	1.34

Table 7.7 (continued)

	1 year			2 years			3-5 years			6-10 years			11 or more years		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
52. Teacher access to professional development activities	42	4.81	1.66	33	4.79	1.88	46	5.24	1.62	61	5.25	1.70	35	5.80	1.41
53. Public relations carried out by your school system	41	4.17	1.46	32	4.31	1.64	42	4.60	1.53	55	4.69	1.62	34	5.12	1.49
54. Support for teachers in dispute with your school system	23	3.91	1.56	18	3.39	1.82	24	3.88	1.83	37	4.43	1.92	24	4.42	1.69
55. Your overall level of satisfaction with your job as a teacher	43	5.40	1.50	33	5.30	1.45	46	5.76	1.08	61	6.16	0.86	34	6.06	1.32

Response scale: 1 = highly dissatisfied, 2 = moderately dissatisfied, 3 = slightly dissatisfied, 4 = normal, 5 = slightly satisfied, 6 = moderately satisfied, 7 = highly satisfied

Table 7.9

Mean Satisfaction Scores for Teachers Grouped by Contract Status for All Facets

	Permanent			Temporary		
	N	Mean	s.d.	N	Mean	s.d.
1. Your relationships with other teachers	202	6.37	1.03	32	5.88	1.60
2. The effectiveness of religion courses	190	5.58	1.37	27	5.44	1.37
3. Your relationship with the principal	183	6.24	1.37	32	5.84	1.57
4. Your involvement with decision-making in your school	202	5.69	1.49	32	4.78	1.91
5. General behavior of students in the school	203	5.51	1.39	32	5.16	1.76
6. Clarity of school goals	203	5.62	1.45	32	5.22	1.56
7. The trust and confidence the principal has in the teachers	194	6.19	1.26	32	5.91	1.44
8. The level of recognition of teacher contributions within the school	200	5.47	1.61	31	5.39	1.75
9. Educational leadership of the principal	189	5.78	1.57	32	5.66	1.88
10. Clarity of the principal's expectations	189	5.72	1.60	32	5.53	1.68
11. Personal support given to teachers by the principal	193	5.96	1.51	32	5.38	1.98
12. The amount of time spent in meetings	204	5.18	1.58	31	4.45	1.52
13. Time you are expected to spend on extra-curricular activities	197	4.95	1.80	27	4.70	1.59
14. Methods used to evaluate teachers	196	5.10	1.54	27	4.63	1.84
15. The integration of special needs students in the regular classroom	184	4.69	1.69	25	4.60	1.80
16. Support services available for integrating special needs students	182	3.95	1.96	29	3.86	1.85
17. Recognition by other teachers in the school of your work	195	5.40	1.41	32	4.94	1.85
18. Your opportunity for promotion	166	4.70	1.80	24	4.38	1.66

Table 7.9 (continued)

	Permanent			Temporary		
	N	Mean	s.d.	N	Mean	s.d.
19. Intellectual stimulation in your work	204	5.58	1.31	32	5.41	1.50
20. Your sense of achievement in teaching	204	5.90	1.22	32	5.59	1.41
21. The prospect of classroom teaching as your lifetime career	195	5.83	1.47	31	5.19	1.49
22. The extent to which the objectives of the religious organization your school is affiliated with are being attained by the school	183	5.55	1.37	28	5.29	1.58
23. Availability of useful professional advice	199	4.85	1.67	32	4.69	1.57
24. Methods used in selection of school administrators	175	4.86	1.86	22	4.73	1.98
25. Practices used to transfer teachers	81	4.48	1.89	11	4.55	1.81
26. Availability of learning resources to use with your students	203	4.62	1.68	32	4.16	1.94
27. The number of students in my class or classes	202	5.96	1.47	32	5.47	1.70
28. Fairness in treatment of all teachers	199	5.70	1.66	32	5.59	1.86
29. Your job security	199	5.65	1.80	31	4.29	1.90
30. Opportunities to learn from and share with other teachers	203	5.34	1.54	32	4.81	1.87
31. Extent to which staff are granted leave for further studies	158	4.83	1.83	18	4.00	2.06
32. The extent to which you feel that central office administrators are supportive of individual teachers	163	5.43	1.65	26	4.50	2.30
33. Level of monetary compensation you receive for your work	202	3.64	1.97	31	3.13	2.05
34. The benefit package you are receiving	181	4.47	1.89	26	3.31	2.09
35. The extent to which your school system keeps you informed about matters related to your job	202	5.05	1.71	31	4.03	2.02

Table 7.9 (continued)

	Permanent			Temporary		
	N	Mean	s.d.	N	Mean	s.d.
36. The extent to which your school system works to reduce stress for its teachers	201	4.47	1.79	32	3.78	1.96
37. The teacher/board collective bargaining process	128	3.90	1.90	19	3.00	1.70
38. The way in which consultation between teachers and board is conducted	183	4.42	1.86	23	3.52	1.97
39. Teacher input into your school system policies	197	5.07	1.67	30	4.03	1.85
40. The extent to which board members understand the problems faced by teachers	199	4.16	1.84	29	3.55	1.80
41. The match between your expectations of your school system and your school system's response	193	4.75	1.50	30	4.33	1.67
42. Status of schoolteachers in society	202	4.45	1.69	32	3.84	1.53
43. Attitude of society towards teachers	203	4.36	1.67	32	3.78	1.68
44. Attitude of parents towards education	204	4.69	1.52	32	4.13	1.74
45. Involvement of parents in school activities	204	5.11	1.63	32	5.03	1.73
46. Attitudes of students towards learning	204	4.65	1.55	32	4.72	1.85
47. Community expectations of teachers	199	4.61	1.45	32	4.38	1.43
48. Community support of teachers	201	4.66	1.52	32	4.38	1.45
49. Attitudes of students towards teachers	204	5.04	1.48	32	4.75	1.74
50. Availability of quality technology resources to teachers	204	4.10	1.88	32	3.75	1.81
51. The extent stated values are practiced in the school	202	5.35	1.44	31	5.03	1.52
52. Teacher access to professional development activities	203	5.23	1.60	32	4.84	1.94

Table 7.9 (continued)

	Permanent			Temporary		
	N	Mean	s.d.	N	Mean	s.d.
53. Public relations carried out by your school system	191	4.64	1.51	29	4.07	1.81
54. Support for teachers in dispute with your school system	123	4.07	1.80	16	3.44	1.55
55. Your overall level of satisfaction with your job as a teacher	202	5.78	1.24	32	5.38	1.24

Response scale: 1 = highly dissatisfied, 2 = moderately dissatisfied, 3 = slightly dissatisfied, 4 = normal, 5 = slightly satisfied, 6 = moderately satisfied, 7 = highly satisfied

Table 7.11

Satisfaction Scores for Teachers Grouped by
Major Teaching Assignment Being Consistent with Training for All Facets

	Yes			No		
	N	Mean	s.d.	N	Mean	s.d.
1. Your relationships with other teachers	194	6.36	1.02	40	6.10	1.39
2. The effectiveness of religion courses	180	5.57	1.38	37	5.59	1.38
3. Your relationship with the principal	182	6.25	1.35	36	6.03	1.42
4. Your involvement with decision-making in your school	195	5.59	1.55	40	5.60	1.43
5. General behavior of students in the school	195	5.48	1.39	41	5.39	1.61
6. Clarity of school goals	195	5.55	1.47	41	5.46	1.70
7. The trust and confidence the principal has in the teachers	188	6.19	1.28	40	5.95	1.41
8. The level of recognition of teacher contributions within the school	194	5.48	1.63	40	5.15	1.78
9. Educational leadership of the principal	186	5.82	1.59	38	5.50	1.69
10. Clarity of the principal's expectations	186	5.74	1.61	38	5.39	1.70
11. Personal support given to teachers by the principal	188	5.90	1.58	39	5.72	1.72
12. The amount of time spent in meetings	196	5.12	1.57	40	4.83	1.52
13. Time you are expected to spend on extra-curricular activities	188	5.00	1.78	37	4.73	1.61
14. Methods used to evaluate teachers	188	5.07	1.61	37	4.76	1.57
15. The integration of special needs students in the regular classroom	175	4.75	1.69	34	4.56	1.58
16. Support services available for integrating special needs students	176	3.95	2.02	34	4.06	1.56
17. Recognition by other teachers in the school of your work	188	5.41	1.40	39	5.10	1.64

Table 7.11 (continued)

	Yes			No		
	N	Mean	s.d.	N	Mean	s.d.
18. Your opportunity for promotion	163	4.65	1.80	29	4.69	1.81
19. Intellectual stimulation in your work	195	5.61	1.31	41	5.32	1.44
20. Your sense of achievement in teaching	196	5.87	1.26	41	5.71	1.35
21. The prospect of classroom teaching as your lifetime career	188	5.82	1.48	39	5.38	1.57
22. The extent to which the objectives of the religious organization your school is affiliated with are being attained by the school	177	5.47	1.39	34	5.65	1.43
23. Availability of useful professional advice	191	4.80	1.63	41	5.02	1.60
24. Methods used in selection of school administrators	165	4.92	1.88	32	4.50	1.74
25. Practices used to transfer teachers	78	4.46	1.92	16	4.38	1.89
26. Availability of learning resources to use with your students	195	4.60	1.72	41	4.22	1.75
27. The number of students in my class or classes	194	5.93	1.49	41	5.76	1.56
28. Fairness in treatment of all teachers	194	5.72	1.65	38	5.58	1.88
29. Your job security	193	5.46	1.91	39	5.21	1.98
30. Opportunities to learn from and share with other teachers	194	5.35	1.53	41	4.90	1.73
31. Extent to which staff are granted leave for further studies	147	4.76	1.83	30	4.40	2.19
32. The extent to which you feel that central office administrators are supportive of individual teachers	164	5.30	1.74	25	5.04	2.19
33. Level of monetary compensation you receive for your work	194	3.76	1.97	40	2.83	1.80
34. The benefit package you are receiving	172	4.48	1.87	38	3.55	2.09

Table 7.11 (continued)

	Yes			No		
	N	Mean	s.d.	N	Mean	s.d.
35. The extent to which your school system keeps you informed about matters related to your job	194	4.88	1.80	41	4.85	1.84
36. The extent to which your school system works to reduce stress for its teachers	193	4.42	1.82	41	4.17	1.86
37. The teacher/board collective bargaining process	122	3.83	1.88	26	3.62	1.94
38. The way in which consultation between teachers and board is conducted	171	4.33	1.90	36	4.28	1.85
39 Teacher input into your school system policies	188	4.94	1.73	41	5.02	1.68
40. The extent to which board members understand the problems faced by teachers	191	3.98	1.81	38	4.42	2.00
41. The match between your expectations of your school system and your school system's response	184	4.68	1.52	40	4.65	1.56
42. Status of schoolteachers in society	194	4.38	1.70	41	4.17	1.53
43. Attitude of society towards teachers	195	4.29	1.69	41	4.12	1.54
44. Attitude of parents towards education	196	4.56	1.53	41	4.76	1.61
45. Involvement of parents in school activities	196	5.05	1.70	41	5.24	1.58
46. Attitudes of students towards learning	196	4.70	1.52	41	4.46	1.82
47. Community expectations of teachers	188	4.55	1.47	41	4.71	1.42
48. Community support of teachers	190	4.62	1.53	41	4.56	1.43
49. Attitudes of students towards teachers	196	5.00	1.49	41	4.88	1.76
50. Availability of quality technology resources to teachers	196	4.10	1.89	41	3.71	1.86

Table 7.11 (continued)

	Yes			No		
	N	Mean	s.d.	N	Mean	s.d.
51. The extent stated values are practiced in the school	194	5.27	1.49	40	5.25	1.48
52. Teacher access to professional development activities	195	5.27	1.63	41	4.68	1.69
53. Public relations carried out by your school system	183	4.64	1.53	39	4.10	1.60
54. Support for teachers in dispute with your school system	117	4.05	1.79	25	3.76	1.74
55. Your overall level of satisfaction with your job as a teacher	195	5.78	1.24	41	5.44	1.30

Response scale: 1 = highly dissatisfied, 2 = moderately dissatisfied, 3 = slightly dissatisfied, 4 = normal, 5 = slightly satisfied, 6 = moderately satisfied, 7 = highly satisfied

Table 7.13

Mean Satisfaction Scores for Teachers Grouped by Major Teaching Assignment Being Consistent with Experience for All Facets

	Yes			No		
	N	Mean	s.d.	N	Mean	s.d.
1. Your relationships with other teachers	180	6.36	1.01	20	6.25	1.52
2. The effectiveness of religion courses	166	5.58	1.38	19	5.53	1.22
3. Your relationship with the principal	171	6.29	1.25	16	5.94	1.57
4. Your involvement with decision-making in your school	180	5.60	1.50	21	5.10	1.41
5. General behavior of students in the school	181	5.49	1.38	21	5.24	1.84
6. Clarity of school goals	181	5.49	1.50	21	5.43	1.40
7. The trust and confidence the principal has in the teachers	174	6.22	1.20	20	5.70	1.59
8. The level of recognition of teacher contributions within the school	179	5.47	1.60	21	4.76	1.84
9. Educational leadership of the principal	172	5.81	1.52	19	5.37	1.89
10. Clarity of the principal's expectations	172	5.73	1.53	19	5.32	1.97
11. Personal support given to teachers by the principal	174	5.91	1.55	20	5.45	1.67
12. The amount of time spent in meetings	181	5.09	1.54	21	4.76	1.58
13. Time you are expected to spend on extra-curricular activities	173	4.92	1.75	20	4.50	1.96
14. Methods used to evaluate teachers	173	5.02	1.59	19	4.79	1.23
15. The integration of special needs students in the regular classroom	162	4.73	1.63	16	4.31	1.25
16. Support services available for integrating special needs students	163	3.98	1.96	16	3.56	1.41
17. Recognition by other teachers in the school of your work	176	5.41	1.44	19	4.47	1.47

Table 7.13 (continued)

	Yes			No		
	N	Mean	s.d.	N	Mean	s.d.
18. Your opportunity for promotion	150	4.61	1.78	12	4.08	1.78
19. Intellectual stimulation in your work	181	5.59	1.33	21	5.10	1.34
20. Your sense of achievement in teaching	182	5.93	1.23	21	5.14	1.39
21. The prospect of classroom teaching as your lifetime career	178	5.76	1.55	17	5.29	1.36
22. The extent to which the objectives of the religious organization your school is affiliated with are being attained by the school	166	5.49	1.33	17	5.41	1.46
23. Availability of useful professional advice	178	4.87	1.61	21	4.90	1.70
24. Methods used in selection of school administrators	153	4.88	1.90	17	4.24	1.71
25. Practices used to transfer teachers	71	4.58	1.81	8	3.50	2.00
26. Availability of learning resources to use with your students	182	4.56	1.73	20	3.80	1.54
27. The number of students in my class or classes	181	5.92	1.52	21	5.71	1.52
28. Fairness in treatment of all teachers	178	5.70	1.72	20	5.20	1.70
29. Your job security	179	5.47	1.92	19	5.00	1.89
30. Opportunities to learn from and share with other teachers	181	5.38	1.54	21	4.62	1.83
31. Extent to which staff are granted leave for further studies	135	4.72	1.84	17	4.24	2.02
32. The extent to which you feel that central office administrators are supportive of individual teachers	147	5.36	1.73	16	4.81	2.29
33. Level of monetary compensation you receive for your work	181	3.62	1.96	19	3.11	1.85

Table 7.13 (continued)

	Yes			No		
	N	Mean	s.d.	N	Mean	s.d.
34. The benefit package you are receiving	164	4.28	1.92	16	4.00	2.13
35. The extent to which your school system keeps you informed about matters related to your job	181	4.93	1.79	20	4.70	1.84
36. The extent to which your school system works to reduce stress for its teachers	180	4.38	1.84	20	4.05	1.82
37. The teacher/board collective bargaining process	114	3.83	1.82	14	3.64	2.02
38. The way in which consultation between teachers and board is conducted	158	4.30	1.89	16	4.00	1.75
39 Teacher input into your school system policies	176	4.95	1.68	19	4.68	1.77
40. The extent to which board members understand the problems faced by teachers	178	3.97	1.85	17	4.12	1.87
41. The match between your expectations of your school system and your school system's response	171	4.72	1.45	20	4.20	1.64
42. Status of schoolteachers in society	180	4.34	1.70	21	4.00	1.58
43. Attitude of society towards teachers	181	4.31	1.70	21	3.81	1.63
44. Attitude of parents towards education	182	4.62	1.55	21	4.67	1.53
45. Involvement of parents in school activities	182	5.11	1.68	21	5.10	1.70
46. Attitudes of students towards learning	182	4.74	1.55	21	4.00	1.76
47. Community expectations of teachers	174	4.63	1.44	21	4.19	1.50
48. Community support of teachers	176	4.65	1.47	21	4.48	1.57
49. Attitudes of students towards teachers	182	5.07	1.53	21	4.33	1.62

Table 7.13 (continued)

	Yes			No		
	N	Mean	s.d.	N	Mean	s.d.
50. Availability of quality technology resources to teachers	182	4.07	1.88	21	3.33	1.98
51. The extent stated values are practiced in the school	179	5.30	1.48	21	4.95	1.53
52. Teacher access to professional development activities	182	5.23	1.61	20	4.00	1.81
53. Public relations carried out by your school system	174	4.63	1.51	19	3.79	1.58
54. Support for teachers in dispute with your school system	109	4.05	1.73	11	3.18	1.94
55. Your overall level of satisfaction with your job as a teacher	181	5.77	1.19	21	5.10	1.64

Response scale: 1 = highly dissatisfied, 2 = moderately dissatisfied, 3 = slightly dissatisfied, 4 = normal, 5 = slightly satisfied, 6 = moderately satisfied, 7 = highly satisfied

Table 7.15

Mean Satisfaction Scores for Teachers Grouped by Sex of Principal for All Facets

	Female			Male		
	N	Mean	s.d.	N	Mean	s.d.
1. Your relationships with other teachers	91	6.21	1.22	147	6.35	1.05
2. The effectiveness of religion courses	79	5.56	1.45	141	5.57	1.30
3. Your relationship with the principal	87	6.17	1.49	132	6.20	1.34
4. Your involvement with decision-making in your school	91	5.42	1.56	147	5.67	1.55
5. General behavior of students in the school	92	5.39	1.49	147	5.48	1.43
6. Clarity of school goals	92	5.45	1.63	147	5.61	1.38
7. The trust and confidence the principal has in the teachers	88	6.17	1.43	142	6.15	1.20
8. The level of recognition of teacher contributions within the school	89	5.49	1.68	146	5.41	1.62
9. Educational leadership of the principal	87	5.84	1.61	138	5.72	1.61
10. Clarity of the principal's expectations	87	5.60	1.73	138	5.72	1.56
11. Personal support given to teachers by the principal	88	5.90	1.55	141	5.87	1.60
12. The amount of time spent in meetings	92	5.09	1.56	147	5.08	1.59
13. Time you are expected to spend on extra-curricular activities	85	4.66	1.90	142	5.10	1.64
14. Methods used to evaluate teachers	89	5.03	1.61	138	5.04	1.56
15. The integration of special needs students in the regular classroom	82	4.66	1.73	130	4.73	1.66
16. Support services available for integrating special needs students	85	3.51	1.99	129	4.25	1.86
17. Recognition by other teachers in the school of your work	87	5.29	1.42	144	5.39	1.50

Table 7.15 (continued)

	Female			Male		
	N	Mean	s.d.	N	Mean	s.d.
18. Your opportunity for promotion	69	4.46	1.94	124	4.78	1.68
19. Intellectual stimulation in your work	92	5.58	1.35	147	5.54	1.35
20. Your sense of achievement in teaching	92	5.73	1.48	148	5.93	1.12
21. The prospect of classroom teaching as your lifetime career	88	5.70	1.69	142	5.78	1.36
22. The extent to which the objectives of the religious organization your school is affiliated with are being attained by the school	83	5.47	1.62	132	5.52	1.26
23. Availability of useful professional advice	89	4.63	1.78	146	4.94	1.58
24. Methods used in selection of school administrators	76	4.53	1.98	124	5.06	1.74
25. Practices used to transfer teachers	40	3.93	1.95	55	4.85	1.78
26. Availability of learning resources to use with your students	92	4.34	1.81	147	4.68	1.66
27. The number of students in my class or classes	91	6.14	1.36	147	5.75	1.56
28. Fairness in treatment of all teachers	91	5.40	1.88	144	5.86	1.54
29. Your job security	90	5.10	2.03	144	5.65	1.79
30. Opportunities to learn from and share with other teachers	91	5.22	1.62	148	5.29	1.57
31. Extent to which staff are granted leave for further studies	63	4.49	1.86	115	4.85	1.87
32. The extent to which you feel that central office administrators are supportive of individual teachers	78	5.18	1.95	114	5.37	1.65
33. Level of monetary compensation you receive for your work	90	3.23	1.94	147	3.83	1.96
34. The benefit package you are receiving	77	3.95	2.04	134	4.57	1.83

Table 7.15 (continued)

	Female			Male		
	N	Mean	s.d.	N	Mean	s.d.
35. The extent to which your school system keeps you informed about matters related to your job	91	4.43	1.95	146	5.20	1.61
36. The extent to which your school system works to reduce stress for its teachers	90	4.20	2.01	147	4.48	1.70
37. The teacher/board collective bargaining process	60	3.60	1.94	88	3.94	1.83
38. The way in which consultation between teachers and board is conducted	81	4.32	1.99	129	4.33	1.83
39 Teacher input into your school system policies	88	4.88	1.88	143	4.99	1.60
40. The extent to which board members understand the problems faced by teachers	88	4.32	1.97	144	3.94	1.73
41. The match between your expectations of your school system and your school system's response	87	4.59	1.64	140	4.74	1.44
42. Status of schoolteachers in society	90	4.22	1.84	148	4.46	1.55
43. Attitude of society towards teachers	91	4.20	1.73	148	4.33	1.64
44. Attitude of parents towards education	92	4.53	1.64	148	4.66	1.49
45. Involvement of parents in school activities	92	4.79	1.87	148	5.24	1.52
46. Attitudes of students towards learning	92	4.72	1.67	148	4.63	1.54
47. Community expectations of teachers	90	4.24	1.57	143	4.79	1.34
48. Community support of teachers	90	4.40	1.65	145	4.75	1.42
49. Attitudes of students towards teachers	92	5.13	1.56	148	4.93	1.49
50. Availability of quality technology resources to teachers	92	3.57	1.85	148	4.34	1.83

Table 7.15 (continued)

	Female			Male		
	N	Mean	s.d.	N	Mean	s.d.
51. The extent stated values are practiced in the school .	90	5.21	1.63	147	5.34	1.34
52. Teacher access to professional development activities	91	5.13	1.65	148	5.21	1.64
53. Public relations carried out by your school system	83	4.36	1.71	141	4.68	1.44
54. Support for teachers in dispute with your school system	53	3.62	1.61	88	4.26	1.83
55. Your overall level of satisfaction with your job as a teacher	91	5.58	1.36	147	5.80	1.19

Response scale: 1 = highly dissatisfied, 2 = moderately dissatisfied, 3 = slightly dissatisfied, 4 = normal, 5 = slightly satisfied, 6 = moderately satisfied, 7 = highly satisfied

Table 7.17

Mean Satisfaction Scores of Teachers Grouped by Level of Formal Education for All Facets

	Teaching certificate			Bachelor of Education			Degree in another field and B. Ed.			Graduate degree		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
1. Your relationships with other teachers	12	6.42	1.24	134	6.31	1.06	69	6.22	1.20	21	6.33	1.20
2. The effectiveness of religion courses	10	6.00	1.56	126	5.70	1.30	64	5.28	1.52	19	5.26	1.24
3. Your relationship with the principal	11	6.00	1.90	127	6.17	1.34	63	6.17	1.53	17	6.47	1.12
4. Your involvement with decision-making in your school	12	5.58	1.78	135	5.65	1.55	69	5.30	1.57	21	5.81	1.47
5. General behavior of students in the school	12	5.00	2.22	136	5.51	1.37	69	5.25	1.55	21	6.00	1.00
6. Clarity of school goals	12	6.00	1.28	136	5.49	1.60	69	5.48	1.38	21	5.71	1.49
7. The trust and confidence the principal has in the teachers	12	6.50	0.90	132	6.23	1.25	67	5.97	1.49	18	6.00	1.14
8. The level of recognition of teacher contributions within the school	11	5.73	1.01	133	5.58	1.66	69	5.12	1.76	21	5.29	1.42
9. Educational leadership of the principal	11	6.09	1.22	130	5.82	1.59	64	5.69	1.67	18	5.39	1.72
10. Clarity of the principal's expectations	11	6.36	1.03	131	5.71	1.63	64	5.59	1.61	18	5.17	1.92
11. Personal support given to teachers by the principal	12	6.58	0.51	131	5.95	1.52	67	5.64	1.83	18	5.67	1.64

Table 7.17 (continued)

	Teaching certificate			Bachelor of Education			Degree in another field and B. Ed.			Graduate degree		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
12. The amount of time spent in meetings	12	6.00	1.13	136	5.07	1.58	69	4.93	1.62	21	5.00	1.38
13. Time you are expected to spend on extra-curricular activities	11	4.82	2.60	130	4.90	1.74	64	4.91	1.70	21	5.05	1.69
14. Methods used to evaluate teachers	12	5.58	1.16	132	4.94	1.58	63	4.98	1.76	19	5.32	1.45
15. The integration of special needs students in the regular classroom	10	4.60	2.07	123	4.76	1.68	58	4.47	1.72	20	5.20	1.47
16. Support services available for integrating special needs students	9	3.11	2.15	125	4.02	2.01	58	3.64	1.87	20	4.75	1.41
17. Recognition by other teachers in the school of your work	11	4.91	1.92	131	5.62	1.33	67	5.00	1.61	20	5.00	1.26
18. Your opportunity for promotion	7	4.86	1.68	112	4.88	1.78	56	4.34	1.79	17	4.18	1.88
19. Intellectual stimulation in your work	12	5.92	0.90	136	5.59	1.27	69	5.41	1.53	21	5.67	1.28
20. Your sense of achievement in teaching	12	6.17	0.94	137	5.88	1.27	69	5.67	1.30	21	6.00	1.30
21. The prospect of classroom teaching as your lifetime career	10	6.10	1.20	133	5.78	1.53	66	5.70	1.31	20	5.65	1.93
22. The extent to which the objectives of the religious organization your school is affiliated with are being attained by the school	10	5.60	1.71	121	5.55	1.36	62	5.27	1.52	20	5.90	1.17

Table 7.17 (continued)

	Teaching certificate			Bachelor of Education			Degree in another field and B. Ed.			Graduate degree		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
23. Availability of useful professional advice	12	5.33	1.78	133	4.86	1.67	69	4.62	1.50	20	4.90	1.97
24. Methods used in selection of school administrators	9	5.11	1.90	116	4.86	1.82	57	4.77	1.89	17	4.53	2.10
25. Practices used to transfer teachers	4	4.75	1.50	53	4.25	1.98	25	4.76	1.64	11	4.36	2.25
26. Availability of learning resources to use with your students	11	4.91	1.87	137	4.48	1.80	69	4.35	1.66	21	5.33	1.28
27. The number of students in my class or classes	12	5.50	1.93	137	5.96	1.50	69	5.64	1.57	20	6.55	0.60
28. Fairness in treatment of all teachers	12	6.08	1.62	132	5.67	1.75	68	5.46	1.74	21	6.00	1.48
29. Your job security	12	6.00	1.35	134	5.36	1.91	67	5.24	2.04	21	5.86	1.82
30. Opportunities to learn from and share with other teachers	12	5.25	1.66	136	5.36	1.58	69	4.99	1.58	20	5.45	1.57
31. Extent to which staff are granted leave for further studies	8	5.63	1.69	95	4.73	1.79	56	4.32	2.06	19	5.26	1.73
32. The extent to which you feel that central office administrators are supportive of individual teachers	11	5.82	1.25	109	5.38	1.79	56	4.96	1.95	16	5.19	1.52
33. Level of monetary compensation you receive for your work	11	4.45	1.92	136	3.58	2.00	68	3.28	1.86	21	4.10	1.95
34. The benefit package you are receiving	8	4.00	2.20	120	4.52	1.91	63	3.90	2.02	20	4.50	1.57

Table 7.17 (continued)

	Teaching certificate			Bachelor of Education			Degree in another field and B. Ed.			Graduate degree		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
35. The extent to which your school system keeps you informed about matters related to your job	11	5.45	1.21	136	4.87	1.84	69	4.64	1.81	21	5.33	1.65
36. The extent to which your school system works to reduce stress for its teachers	11	4.55	2.16	135	4.50	1.82	69	4.16	1.80	21	4.33	2.01
37. The teacher/board collective bargaining process	7	4.43	1.90	87	3.77	1.90	43	3.51	1.84	10	4.20	1.87
38. The way in which consultation between teachers and board is conducted	10	4.60	1.71	122	4.33	1.98	58	4.28	1.84	18	4.06	1.63
39 Teacher input into your school system policies	11	5.55	1.29	133	4.83	1.78	65	4.85	1.73	21	5.52	1.36
40. The extent to which board members understand the problems faced by teachers	10	4.60	1.51	135	4.16	1.90	65	3.78	1.77	21	4.14	1.82
41. The match between your expectations of your school system and your school system's response	12	4.83	1.47	129	4.75	1.52	65	4.46	1.55	20	4.85	1.63
42. Status of schoolteachers in society	12	4.42	1.88	136	4.36	1.71	68	4.19	1.60	21	4.67	1.56
43. Attitude of society towards teachers	12	4.67	1.56	136	4.34	1.72	69	4.00	1.61	21	4.43	1.54
44. Attitude of parents towards education	12	5.00	2.00	137	4.63	1.56	69	4.48	1.53	21	4.57	1.33

Table 7.17 (continued)

	Teaching certificate			Bachelor of Education			Degree in another field and B. Ed.			Graduate degree		
	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.	N	Mean	s.d.
45. Involvement of parents in school activities	12	5.08	1.88	137	5.19	1.68	69	4.93	1.66	21	4.86	1.62
46. Attitudes of students towards learning	12	4.75	2.09	137	4.76	1.52	69	4.41	1.59	21	5.05	1.63
47. Community expectations of teachers	12	5.17	1.47	132	4.59	1.47	67	4.42	1.38	20	4.65	1.57
48. Community support of teachers	12	5.17	1.19	133	4.68	1.54	68	4.41	1.42	20	4.60	1.70
49. Attitudes of students towards teachers	12	5.33	1.87	137	5.08	1.46	69	4.62	1.62	21	5.52	1.33
50. Availability of quality technology resources to teachers	12	4.17	2.33	137	3.88	1.84	69	4.14	1.83	21	4.76	2.07
51. The extent stated values are practiced in the school	12	5.50	1.78	135	5.41	1.47	68	5.01	1.45	21	5.29	1.52
52. Teacher access to professional development activities	11	5.73	1.49	137	5.14	1.69	69	4.87	1.74	21	6.10	0.77
53. Public relations carried out by your school system	11	5.27	1.27	128	4.59	1.49	66	4.36	1.56	18	4.67	2.06
54. Support for teachers in dispute with your school system	4	3.75	2.06	84	4.10	1.68	41	3.71	1.83	11	4.45	2.46
55. Your overall level of satisfaction with your job as a teacher	11	5.73	1.27	136	5.82	1.21	69	5.48	1.38	21	5.86	1.15

Response scale: 1 = highly dissatisfied, 2 = moderately dissatisfied, 3 = slightly dissatisfied, 4 = normal, 5 = slightly satisfied, 6 = moderately satisfied, 7 = highly satisfied